

Literacy Medium Term Planning

Class 3: Year 1

Spring Term 1 2017

Talk for Writing	Text	Genre	Focus
Narrative	The Three Little Pigs	Defeating the monster	Character actions.
Non-Fiction	How to capture a dragon	Instructions/labeling	

Fiction Non-fiction

Immersion in the text	Working with the text	Vocabulary	Ideas for innovation
<p>WOW Starter- Huff and Puff painting. Building the 3 pigs houses out of straw, bricks and wood.</p> <p>Learn to re-tell the story, using signs and actions. Role-play the story in the role-play area.</p>	<p>Use key story vocabulary from the text to sign when retelling the story. Emphasise the character's dialogue in the story by speaking with expression. Use expression to describe the three pigs and the wolf.</p>	<p>Character names and settings.</p>	<p>Change the characters actions. Explore different phrases/words for character actions.</p>

WOW Starter-

A letter from the three little pigs asking the class to help them catch the dragon that tried to ruin their houses. The children will learn some facts about how to capture a dragon and they will have to produce a set of instructions to leave for the three pigs so they are able to capture the dragon.

Learn about dragons and the ways that they can be captured, what food do they like? What time of day are they most likely to be seen etc.
Children to compose a set of instructions on how to capture the dragon.

Use vocabulary related to instructions. Include the main parts that should be included in a written set of instructions e.g. title, how to capture the dragon etc.

Innovate/Invent new character to create another set of instructions on how to capture this animal/creature. Encourage the children to use sequencing vocabulary as they recount what they did.

<u>Week</u>	<u>Speaking & Listening</u>	<u>Text and sentence level activities</u>	<u>Word activities</u>	<u>Outcome/ audience</u>
<p><u>16</u></p> <p>5/01/17- 6/01/17</p> <p><u>Fiction</u> The Three Little Pigs. Imitation.</p>	<p>Introduce the story using props. Retell the story using the correct signs and props. Use the costumes and the role-play area. Huff and Puff art work activities. Provide children with paper, straw and paint can they huff and puff like the wolf to blow the paint.</p>	<p>Use key story vocabulary to sign when retelling the story. Ensure work is in sentences and they contain a capital letter where appropriate. Use of finger spaces needs to be reinforced with red, yellow and green group. Encourage the children to apply their phonics when spelling especially at the beginning of a sentence.</p>	<p>Use STC to support children's understanding of the story and vocabulary used. Discuss any new words that may appear in the story e.g. huff and puff, straw etc. Describe how the wolf/pigs felt when their house was blown down.</p>	<p>Children can retell the story using key story vocabulary. Draw story map to retell the story. Writing to retell the characters actions.</p>

17

09/01/17-
13/01/17

Fiction

The Three Little
Pigs.

Innovation.

Children to join in with retelling the story using actions and signing.
Children to discuss what the animals in the story are like. Produce a fact file for each character what traits do they have?
Draw and write about the characters.
Innovate the story and change the opening and ending.

Support children's understanding of story language. Use different phrases/words for character actions.

Box up events to help them invent their own story character actions.

Draw a picture of a new character to replace one of the others (wolf) what would this character be like? What actions would they take against the 3 pigs?

Write sentences using the finger spaces to retell the innovated story opening. Work on capital letters/full stops.
Encourage the children to apply phonic knowledge, apply this at the beginning of a sentence where possible.

Use STC to support children's understanding of the story and vocabulary used.
Explore adjectives to describe the characters within the story and their actions. Brainstorm a list of possible adjectives that could be used.

Children can retell the innovated text with different actions for the characters within the story. Children can use different phrases/words to explain the characters actions.

<p style="text-align: center;">18</p> <p>16/01/17- 20/01/17</p> <p style="text-align: center;"><u>Fiction</u></p> <p>The Three Little Pigs. Invention.</p>	<p>Explain to the children that they are going to invent their own character for the story and they will have to have different character actions from the previous characters. Explain that the setting will stay the same.</p> <p>Continue retelling the story each day. Talking through their own story maps with their group/partner. Composing sentences orally before writing. Explain their story and tell it orally first.</p>	<p>Discuss the overall type of story (defeating the monster) and ensure the chn are clear that their invention must still follow this theme even though they are inventing a new story.</p> <p>Chn to tell their story orally first. Then story map ideas and use this to box up. Emphasis the importance of including adjectives to help with character actions. As chn write, they must compose each sentence orally before writing.</p>	<p>Use simple connectives 'and' 'then'. Use simple causal connectives 'so that', 'because'. Use adjectives to describe the characters actions within the story.</p>	<p>To map own ideas and write a story that is in the style of a defeating the monster tale. To concentrate on character actions for the new invented story.</p>
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<p>19</p> <p>23/01/17- 27/01/17</p> <p><u>Non- Fiction</u> Instructions/labeling</p> <p>Imitation.</p>	<p>WOW Starter to introduce Non-Fiction text. Instructions on how to capture the dragon that ruined the three little pig's houses.</p>	<p>Learn the text. Hot seating the 'creature' to find out information. Role-play. Understand the unique features. Look at and analyse the structure of instructions. Label the dragon's actions/traits.</p>	<p>Explain what instructions/labelling means to the children. Introduce the vocabulary used within these texts title, you will need etc.</p>	<p>To understand the language and text features of an information text.</p>
<p>20</p> <p>30/01/17- 03/02/17</p> <p><u>Non- Fiction</u> Instructions/labeling</p> <p>Innovation/Invention</p>	<p>Instructions on how to capture the animal/creature that tried to ruin the 3 little pig's houses.</p>	<p>Draw a text map to show what actions the new character undertook to make the 3 pigs upset. Write sentences using the finger spaces to retell the innovated instructions. Work on capital letters/full stops. Encourage the children to apply phonic knowledge, apply this at the beginning of a sentence where possible. Label the new animal/creature actions/traits.</p>	<p>Reinforce the vocabulary used within these texts title, you will need etc. How will we catch the creature/animal? What methods are needed? Etc.</p>	<p>Children can produce instructions to say how to capture the animal that ruined the 3 little pig's houses. To produce own information text innovated from the original text.</p>

<p><u>21</u></p> <p>06/02/17- 10/02/17</p> <p>Assessment Week</p>	<p>Short writing task. Based upon what we have learnt and linked to the story of 'The Three Little Pigs.</p>			
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