







Traditional Tales

Autumn 2

Week	Day	NC Coverage	Knowledge and Skills	Activity Outline
Autumn 2				
Autumn 2 – Week 1 Goldilocks and the Three Bears	Day 1	Year 1: <ul style="list-style-type: none"> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 	Year 1: Knowledge:	Children to be introduced to the story. Looking at the front of the book, what could we infer about what is going to happen in the story? Children are to be read the story – children can join in reading decoding phonetically decodable words. Discuss the illustrations throughout the story, what can we see in the images?
	Day 2		<ul style="list-style-type: none"> Be familiar with key texts including traditional tales 	Re-read the text and make note of any words which are new vocabulary. Explore what these words mean and write a definition as a class for each word. Create a class glossary of these words on flip chart paper.
	Day 3	<ul style="list-style-type: none"> becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 	<ul style="list-style-type: none"> To know what a title is To know what an illustration is 	Using story sequencing cards. Children are to work in pairs or small groups to order the events of the story – what happens at the beginning, middle and the end? Refer back to the text if needed to clarify where the different events of the story are.
	Day 4	<ul style="list-style-type: none"> recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> To know the meaning of words Recognise predictable phrases Recognise features of poetry. Apply phonics knowledge to decode words 	Role on the wall of Goldilocks. What have we learnt about goldilocks? What do we know about the way she looks? What is her personality like? What can we infer about goldilocks? E.g. she is hungry because she ate all of the porridge.
	Day 5	<ul style="list-style-type: none"> discussing word meanings, linking new meanings to those already known drawing on what they already know or on background information and vocabulary provided by the teacher 	<ul style="list-style-type: none"> Recognise 40+ GPCs including alternative graphemes. Read words with suffixes. Read words with more than one syllable. Read contracted words. Read aloud texts that are phonetically decodable. 	 <p>Reading Comprehension Lesson Children are to answer questions based on the following, using either written or multiple choice answers:</p> <ul style="list-style-type: none"> Retrieval Vocabulary Inference Predict Explain Summarise

<p style="text-align: center;">Autumn 2 – Week 2 Little Red Riding Hood</p>	Day 1	<ul style="list-style-type: none"> checking that the text makes sense to them as they read and correcting inaccurate reading 	<p>Skills:</p> <ul style="list-style-type: none"> To be able to draw on knowledge already known or background information/vocab given by the teacher to understand books read. Check the text makes sense Correct inaccurate reading Be able to discuss events Be able to discuss a title Make inferences on what is being said and done. Predict what may happen based on what has been read so far. Take turns and listen to others Participate in discussion about what is read to them Ask questions about a text Summarise key details in a text Be able to sequence a story To perform poetry To perform role-play to retell a story that has been read Compare texts that have been read to texts previously read Exploration of characters. 	<p>Reading the story as a whole class. What happens in the story? Can children join in and apply their phonics knowledge to read decodable words in the story?</p>
	Day 2	<ul style="list-style-type: none"> discussing the significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far 		<p>Discuss the two main characters in the story – Little Red and the Wolf. Using adjectives, work together to decide which character they could be linked to. E.g. nice – Little Red, mean – the wolf. Sort the adjectives in small groups or as a whole class.</p> 
	Day 3	<ul style="list-style-type: none"> participate in discussion about what is read to them, taking turns and listening to what others say 		<p>Explore different parts in the story and explore how the characters would have felt at each point:</p> <ul style="list-style-type: none"> When Little Red was walking through the forest, how did she feel? E.g. excited to see grandma When Little Red realised it was the wolf in the bed? – scared.
	Day 4	<ul style="list-style-type: none"> explain clearly their understanding of what is read to them. 		<p>Re-read the story and focus on the repetitive parts of the story – encourage children to join in with these parts of the story. Focus on the lines “what big eyes you have” “what big ears you have” “what big teeth you have”.</p>
	Day 5	<p>Year 2:</p> <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently 		<p>Reading Comprehension Lesson</p> <p>Children are to answer questions based on the following, using either written or multiple choice answers:</p> <ul style="list-style-type: none"> Retrieval Vocabulary Inference Predict Explain Summarise
<p style="text-align: center;">Autumn 2 – Week 3 Hansel and Gretel</p>	Day 1		<p>Look at the illustrations on the pages and the front cover. What can we predict may happen in the story from these pages? What could we infer?</p> <p>Once illustrations have been explored, read the text together. Were their predictions right? How were their predictions different to what happened in the story?</p>	
	Day 2		<p>Explore the story further – focus on characters emotions and motives throughout the story. How were they feeling and why did they carry out certain actions?</p>	

<p style="text-align: center;">Autumn 2 – Week 4 Jack and the Beanstalk</p>	Day 3	<ul style="list-style-type: none"> discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 	<ul style="list-style-type: none"> Link what they have read to own experiences Join in with predictable phrases <p>Year 2:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Become increasingly familiar with key texts including traditional tales Know what a title is Know what an illustration is Know the meaning of words Understand literary language Build a repertoire of poems by heart Apply phonics knowledge to decode words Apply phonic knowledge until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain graphemes (including alternative graphemes) 	<p>Group discussion on the characters and setting in the story.</p> <p>Using an image from the book – display the setting on the screen. How could we describe the setting in which Hansel and Gretel takes place? Label the image using adjectives together. How does this compare to the setting in the text we read last week (Little Red Riding Hood – woods are similar) and the story the Dinosaur who pooped a planet (different).</p>	
	Day 4	<ul style="list-style-type: none"> recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary 		<p>Using story sequencing cards. Work together in small groups to put the events of the story in the correct order.</p> 	<p>Using story sequencing cards. Work together in small groups to put the events of the story in the correct order.</p>
	Day 5	<ul style="list-style-type: none"> discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 		<ul style="list-style-type: none"> Apply phonic knowledge until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain graphemes (including alternative graphemes) 	<p>Reading Comprehension Lesson</p> <p>Children are to answer questions based on the following, using either written or multiple choice answers:</p> <ul style="list-style-type: none"> Retrieval Vocabulary Inference Predict Explain Summarise
	Day 1	<ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher 		<ul style="list-style-type: none"> checking that the text makes sense to them as they read 	<p>Explore the story of Jack and the Beanstalk. Discuss and read the story together as a class. Children can join in reading decoding phonetically decodable words. Discuss the illustrations throughout the story, what can we see in the images?</p>
Day 2			<p>As a class take part in a discussion on the moral implications of Jack's decisions in the story. – right and wrong. Do we think that Jack made the right choices etc?</p>		
Day 3			<p>Children are to work in small groups to roleplay different scenes from the story. Children are to explore the story and practice their role play in day 1, then perform to other groups in day 2. Role play masks and props could be used to support children in their performance.</p> <p>Provide children with script prompts from Widgeit, if needed.</p>		
Day 4					

	Day 5	<ul style="list-style-type: none"> and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> Read words that contain two or more syllables Read words contain suffixes Read common exception words Read words quickly and accurately without overt sounding and blending Read books aloud matched to their phonics knowledge with confidence. 	<p>Reading Comprehension Lesson</p> <p>Children are to answer questions based on the following, using either written or multiple choice answers:</p> <ul style="list-style-type: none"> Retrieval Vocabulary Inference Predict Explain Summarise
<p>Autumn 2 – Week 5</p> <p>The Three Little Pigs</p>	Day 1	<ul style="list-style-type: none"> participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say 	<p>Skills:</p> <ul style="list-style-type: none"> Express views on different texts read. 	<p>Read the text together. Identify and focus on any lines in the story which are repeated. When reading the story, children are encouraged to join in with the repetitive lines.</p>
	Day 2	<ul style="list-style-type: none"> explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<ul style="list-style-type: none"> Discuss sequence of events in a book Identify and discuss favourite words and phrases 	<p>Begin the lesson by recapping and re-reading the story of the Three Little Pigs. Working together, create a story map of the key events in the story.</p> 
	Day 3		<ul style="list-style-type: none"> To be able to draw on knowledge already known or background information/vocab given by the teacher to understand books read. 	<p>Compare 'The Three Little Pigs' with another traditional tale. Children are to compare the events of the Three Little Pigs with the story Goldilocks and the Three Bears. As a class, write a list of:</p> <ul style="list-style-type: none"> How they are similar How they are different Compare the characters Compare the setting
	Day 4		<ul style="list-style-type: none"> Check the text makes sense 	<p>Children are to design their own house for the Three Little Pigs. What features would their house need to have? E.g. it would need to be sturdy. What materials would they use to build their house? How would they protect their house from the big bad wolf?</p>

	Day 5		<ul style="list-style-type: none"> • Correct inaccurate reading • Be able to discuss events • Be able to discuss a title • Make inferences on what is being said and done. • Predict what may happen based on what has been read so far. 	<p>Reading Comprehension Lesson</p> <p>Children are to answer questions based on the following, using either written or multiple choice answers:</p> <ul style="list-style-type: none"> • Retrieval • Vocabulary • Inference • Predict • Explain • Summarise
<p style="text-align: center;">Autumn 2 – Week 6 The Gingerbread Man</p>	Day 1		<ul style="list-style-type: none"> • Participate in discussion about what is read to them 	<p>Explore and read the story of the Gingerbread Man together. Focus on decoding and comprehending the story of the Gingerbread Man.</p>
	Day 2		<ul style="list-style-type: none"> • Ask questions about a text • Summarise key details in a text 	<p>Children are to focus on the main character from the story – the Gingerbread Man. Children are to draw the Gingerbread man and explore his character. Can they also draw the other characters from the story – who else is there? What are their names? What do they do in the story?</p>
	Day 3		<ul style="list-style-type: none"> • Be able to sequence a story 	<p>Take part in a group discussion about decisions that the characters made within the story. Why do we think they made the decision? What implications did that have?</p>
	Day 4		<ul style="list-style-type: none"> • To perform poetry with increasing confidence • To perform role-play to retell a story that has been read 	<p>How did the story of the Gingerbread Man end? Discuss and explore alternative endings to the story – what could have happened instead? Record answers together and create a whole class poster with ideas regarding other ways that the story could of ended.</p>
	Day 5		<ul style="list-style-type: none"> • Compare texts that have been read to texts previously read • Exploration of characters through information gathered from the text that has been read. 	<p>Reading Comprehension Lesson</p> <p>Children are to answer questions based on the following, using either written or multiple choice answers:</p> <ul style="list-style-type: none"> • Retrieval • Vocabulary • Inference • Predict • Explain • Summarise

Autumn 1 – Week 7 Christmas Poetry	Day 1			Introduction to Christmas-themed poems; reading and decoding. Read the poem – A Christmas Dream. What is the poem about? What key vocabulary can we see in the poem?
	Day 2			Display the poem 'A Christmas Dream'. Work together to highlight the words that rhyme in the poem e.g. bright and sight. How do we know that the two words rhyme? Children are to come up with their own rhyming words. Can they write down rhyming words to create their own rhyme list.
	Day 3			Display the poem. In the poem certain items are compared to other things (personification). Work together to spot where these features are within the text. Are there any phrases in the poem that children like the most? Why?
	Day 4 /5			Children are to work in small groups to focus on learning by heart a section of the poem, they are to work on their performance skills – making sure to read clearly and with expression. Children are to perform their poems to the rest of the class (performance poetry).

Practice Read Sessions

Children are to take part in Little Wandle Practice Read sessions 3x weekly using closely matched phonetically decodable books.

Session 1 – Decoding	Session 2 – Prosody	Session 3 - Comprehension
<p>Year 1:</p> <ul style="list-style-type: none"> apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings 	<p>Year 1:</p> <ul style="list-style-type: none"> apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings 	<p>Year 1:</p> <ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far

- read other words of more than one syllable that contain taught GPCs
- read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Year 2:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

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- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.
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- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.
- re-read these books to build up their fluency and confidence in word reading.

Year 2:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
- re-read these books to build up their fluency and confidence in word reading.

