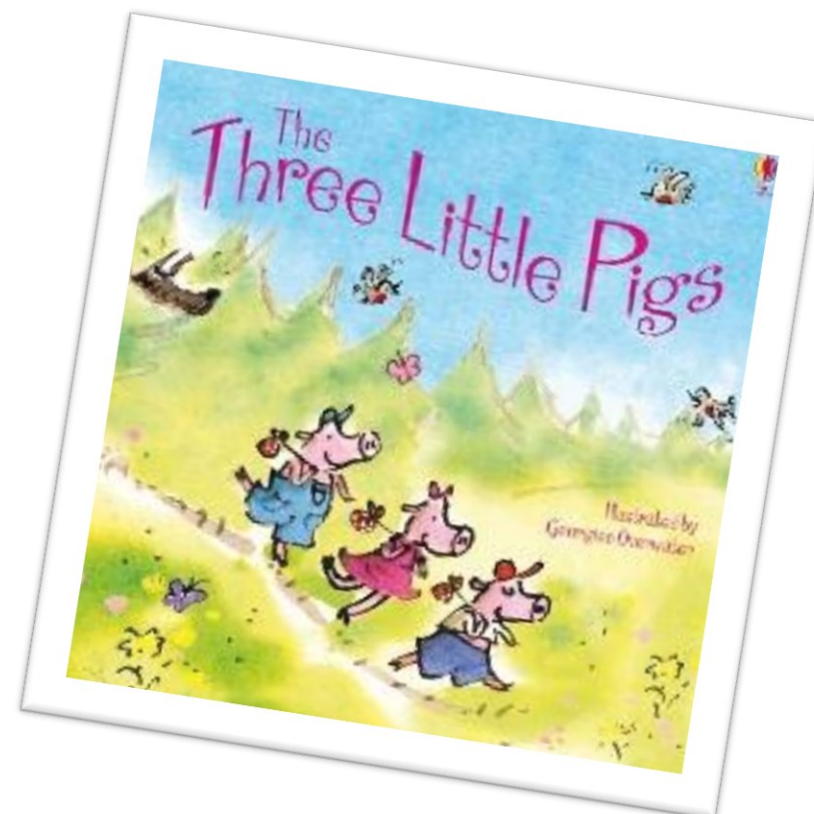


HIAS MOODLE OPEN RESOURCE

The Three Little Pigs**by Susanna Davidson****Year 1 learning journey – Spring term**

HIAS English Team
Summer 2022
Final version

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Overview

This document

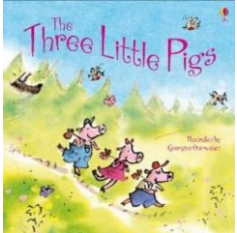
All learning journeys in this collection are based on the HIAS English team's three phase approach to writing outcomes from a rich literary driver. The three phases are:

- stimulate and generate
- capture, sift and sort
- create, refine, evaluate.

Each learning journey builds the skills needed for children to be successful in their final sustained write with growing independence.

Points to consider when using this resource

- Teachers must adapt example plans to reflect AFL, prior learning, national curriculum requirements and the needs of individuals.
- Site of application writes could be included where appropriate and when teachers are confident to plan for this.

<p>Year 1</p> <p>Writing learning journey</p> <p>Outcome: Label a map of the story and write a picture-sequenced retelling of the narrative</p> <p>Purpose: to entertain</p> <p>Audience: peers</p> <p>Form: sequenced story map</p>	<p>Text driver:</p> <p><i>The Three Little Pigs</i></p> <p>By Susanna Davidson</p> 	<p>Key spoken language statements</p> <p>Use tone and volume of voice to express ideas and feelings when telling a story</p> <p>Key reading statements</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retell them and consider their particular characteristics</p> <p>Recognise and join in with predictable phrases</p> <p>Apply phonic knowledge and skills as the route to decode words</p> <p>Key writing statements</p> <p>Leave spaces between words</p> <p>Form capital letters</p> <p>Compose a sentence orally before writing it</p>
<p>Experience:</p> <ul style="list-style-type: none"> • Use a range of resources and 3D junk modelling to build houses of straw, sticks and bricks 		

Overview of Learning Journey: XXXX

Stimulate and generate	Notes - possible adaptations to meet the needs of your class
<p data-bbox="219 199 1518 239"><i>In this part of the sequence, pupils will learn to retell the story of the Three Little Pigs</i></p> <p data-bbox="136 271 1263 311">1) Become very familiar with key stories, fairy stories and traditional tales</p> <p data-bbox="136 343 1601 414">Read the story of <i>The Three Little Pigs</i>. Discuss the characters and the key vocabulary in the story. Ask children to join in with predictable phrases such as <i>I'll huff and I'll puff and I'll blow your house down!</i></p> <p data-bbox="136 438 1601 550">Provide the children with the key moments from the story in both images and words and ask the children to sequence these in the correct order. Encourage children to orally retell the story to each other to increase familiarity.</p> <p data-bbox="136 566 510 606">2) Retell a familiar story</p> <p data-bbox="136 614 1601 774">In pairs or small groups, ask the children to complete a <i>story walkthrough</i>. Line the hall floor, classroom floor or walls with the key images and some of the key vocabulary from the story, in order. Ask the children to use these as prompts as they walk together through the story, retelling each part of the story aloud.</p> <p data-bbox="136 782 1601 861">A parallel task could be to ask the children to create puppets or story spoons of the main characters and to use these to recreate key moments of the story and retell them to each other.</p> <p data-bbox="136 877 716 917">3) Decode words using learnt sounds</p> <p data-bbox="136 933 1601 1045">Sound-talk the key vocabulary from the story and read the common exception words. Read the words on flashcards in small groups or pairs. Add sound buttons to the words. Put the words into a sentence orally, using the context of the story.</p> <p data-bbox="136 1061 1366 1101">Write your own, simplified version of the story for the children to practise reading aloud.</p> <p data-bbox="136 1117 1601 1252">p-i-g w-o-l-f s-t-r-aw s-t-i-ck-s b-r-i-ck-s h-u-ff p-u-ff b-l-ow h-ou-se d-ow-n made the</p>	

Capture, sift and sort	Notes - possible adaptations to meet the needs of your class
<p>4) Leave spaces between words</p> <p>Model writing a caption to go with two of the images from the story, eg house made of straw, emphasise the use of finger spaces and sound-talk the words, modelling the application of graphemes. Make deliberate mistakes for the children to spot, for example putting some of the sounds in the wrong order within a word – see if the children can correct you.</p> <p>Ask the children to write their own captions for a series of images from the story. Can they put the captions in the order of the narrative?</p> <p>5) Form and capital letters</p> <p>Model the correct formation for selected capital letters. Ensure that the correct formation of lower-case letters and upper-case letters is displayed or accessible to all pupils to support ongoing writing. It helps if the children can see arrows on the letters to show them which way to go. Talk through the motion, you may have a patter for this.</p> <p>Discuss when and why capital letters might be used. Read some extracts from part of the story. Can pupils spot any capital letters? Why are they there? Talk about the capital letters in the title of the book.</p> <p>Work through a series of tasks:</p> <ul style="list-style-type: none"> • match lower case letters to their capital letters • form capital letters correctly using rainbow writing to support over learning • sort capital letters from lower case letters into two hoops • complete short <i>fix-it</i> tasks in given sentences linked to the story; ask pupils to put in the missing capital letters. <p>Apprentice write:</p> <p>Pupils write their own simple captions to accompany images from the story, applying a capital letter at the start of a sentence and remembering their finger spaces.</p>	

Create, refine, evaluate	Notes - possible adaptations to meet the needs of your class
<p>5) Sequence a short narrative</p> <p>Model how to draw a story map to support the children in retelling the story. Use story language and prompts, such as <i>What happened first? What happened next? What did he do after that?</i> Map on the key events of the story collectively.</p> <p>Ask the children to complete their own story maps, sequencing the key events in the right order and adding key words to support oral retelling.</p> <p>Once complete, tell the story to their partner.</p> <p>6) Compose a sentence orally</p> <p>Using some of the children's pictures of the story, create an electronic story board using PowerPoint. Scan/photograph each image onto a page/slide. Ask the children to consider what to say on each page to create an audio retelling of the story. This could be done collectively as a class, or individually or in small groups or pairs depending on the number of children</p>	

HIAS English team

The HIAS English team offer a wide range of high-quality services to support schools in improving outcomes for learners, including courses, bespoke consultancy and in-house training.

For further details referring to English, please contact:

- **Emma Tarrant:** emma.tarrant@hants.gov.uk

For further details on the full range of services available please contact us using the email htlcdev@hants.gov.uk

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