

The Gruffalo Writing Sequence

Year 1/2

HIAS English Team
Spring 2020
Final version

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Using the Home Learning Materials

The materials

- Each writing booklet contains a sequence of 5 lessons.
- You should set aside time to complete each of the lessons in order.
- Each lesson will take no more than 30 mins to complete.

How to use

- Read the instructions carefully before you start a task.
- Each lesson has a simple explanation and examples to get you started.

How can parents, carers and siblings help?

- Read the extracts/text aloud with your child
- Collect interesting words and phrases on paper / post-its as they read
- Talk to your children about their ideas before they write
- Adapt any of the resources and materials as you feel necessary to support your children's needs

5 day writing sequence

This sequence is developed around the book: 'The Gruffalo' by Julia Donaldson.

Children will write a description of The Gruffalo.

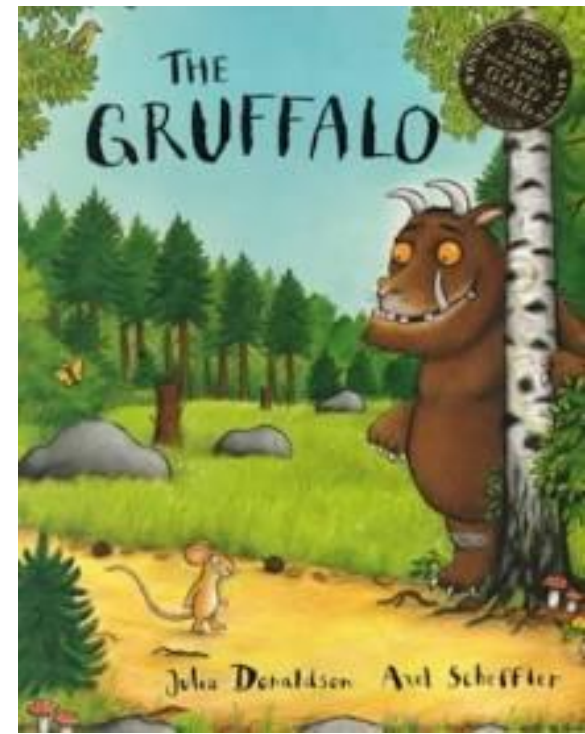
Teaching sequence:

- 1) Response to Reading
- 2) Developing Vocabulary
- 3) Exploring the Writing
- 4) Grammar Practice and Play
- 5) Writing Challenges

The Gruffalo

If a copy of the book is unavailable at home, please explore these other useful links:

- <https://www.bbc.co.uk/iplayer/episode/b00pk64x/the-gruffalo>
- <https://www.bl.uk/childrens-books/videos/axel-scheffler-how-to-draw-a-gruffalo#>
- <https://www.bl.uk/childrens-books/videos/axel-scheffler-evolution-of-gruffalo#>
- <https://www.gruffalo.com>



Lesson 1 – Response to Reading

Read the story together, join in with familiar or repeated parts of the story.
Draw and label the characters in the story.



m-ou-se	(3 phonemes)
ow-l	(2 phonemes)
f-o-x	(3 phonemes)
s-n-a k e	(4 phonemes)
G-r-u-ff-a-l-o	(7 phonemes)



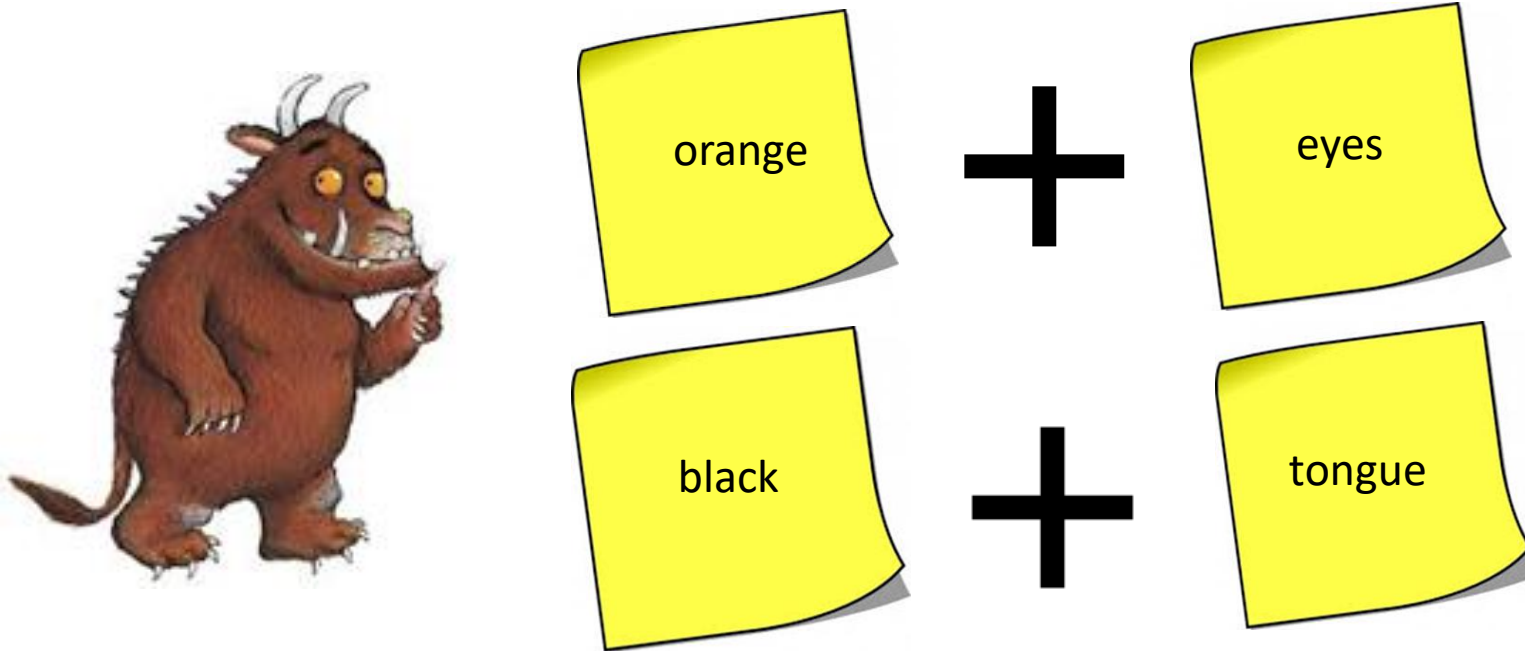
Draw and cut out pictures of the characters, attach them to lolly sticks/straws/pencils to use as ‘puppets’ to retell the story orally.

Match the pictures of the animals to their names and add missing sounds to the words, e.g. the **vowel digraphs** could be omitted **m__se**

Add speech bubbles to the character and write what they say in the story.

Lesson 2 – Vocabulary

Label a picture of The Gruffalo with the key nouns using what you know from the text. Add link adjectives to describe the nouns.



Challenge: add descriptive ideas (moving beyond the text) to add to your labelled diagram, *eg gigantic beast, soft fur, booming growl, rumbling belly*. Try to use rich and varied adjectives to describe the nouns.

Lesson 3 – Exploring the writing

Where do the animals live in the deep dark woods? Revisit the text to remind you where each animal lives. Write a speech bubble for each animal to say where they live. Why do you think the animals wanted the mouse to come to their home?



**I live in a tree. Come
and have tea in my
treetop house.**

Can you match the pictures of the animals to pictures of their habitats?
Describe the different animals and their habitats
eg The hungry owl lives in a tall tree.

Lesson 4 – Practice & Play

Write descriptive sentences about **The Gruffalo**, using the word ‘and’ to join your ideas, eg

The Gruffalo has orange eyes and a poisonous wart.

Apply the singular possessive apostrophe to show belonging in your descriptions eg

The Gruffalo’s tongue is black.

The Gruffalo’s eyes are orange.

The Gruffalo’s tail is long.

How many descriptive sentences can they write about The Gruffalo?

Lesson 5 – Writing Challenge

Imagine **The Gruffalo** is on the run in your local area! There have been several sightings but you need to help the people where you live to find and catch him!

Write a **description** of him so that he can be easily spotted and identified.

Present your character description as a wanted poster.

Don't forget to include all the vocabulary and adjectives you have been exploring this week and a detailed drawing.



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 either of the team leads:

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