Traditional Tales: The Three Billy Goats Gruff

Introduction

In this topic the children will learn all about traditional tales. They will use the story of The Billy Goats Gruff to learn, retell, plan and write their own story openings based on the classic tale. They will also learn how to structure and write formal letters.

Health & Safety

For the puppet shows, adults should take a lead role in creating the puppet theatres, to make sure that these are safe for the children to use.

Home Learning

Wanted Poster: In this task, children are asked to write a wanted poster for one of the characters from the story of the Three Billy Goats Gruff. They are asked to give a detailed character description.

Happily Ever After: In this task, children are encouraged to write an ending to the Three Billy Goats Gruff story that leaves all characters to live 'happily ever after'. Can the children create an alternative ending to the traditional story?

Educational Visits

If possible, theatre shows of traditional stories are recommended. This will not only familiarise children with other traditional stories but also give them ideas about costumes, lighting and theatre sets for the purpose of developing their performances beyond puppet shows.

Weblinks

The Society for Storytellers provides a directory of storytellers available to visit your school.

Assessment Statements

By the end of this unit...

...all children should be able to:

- re-tell key events in The Billy Goats Gruff story, showing some awareness of the needs of the audience when retelling the story;
- use writing frames to help them structure a formal letter; explaining that new paragraphs are needed for new points or themes.
- write and edit a story based on a simple version of The Three Billy Goats Gruff including some detail about characters, settings and the dilemma in their story openings.

...most children will be able to:

- derive some of their own variations when retelling the story of The Three Billy Goats Gruff, showing awareness of volume, action and tone;
- structure a formal letter correctly; writing introductions which explain who and why;
- use paragraphs to organise their ideas around a theme;
- use adverbials for paragraphs openers to enable them to write and edit a story opening with a similar structure and characters to those of The Three Billy Goats Gruff;
- include a detailed description using well-chosen vocabulary;
- practise and devise their own expanded noun phrases to describe characters and settings.

...some children will be able to:

- independently retell their own version of the story of The Three Billy Goats Gruff showing understanding through intonation, tone, volume and action;
- write introductions to letters explaining who, why, what and where;
- use adverbials to create cohesion between and within paragraphs; expanding ideas in detail around a theme;
- practise and devise their own noun phrases expanded by both adjectives and prepositions to describe characters and settings.

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Lesson Breakdown

Story Telling

Learning a Traditional Tale
Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
I can become familiar with a traditional tale.

Rehearsing a Traditional Tale
Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
I can retell orally a traditional tale.

Performing a Traditional Tale
Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
I can perform an oral retelling of a traditional tale.

Story Writing

Looking at Similar Texts
Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
I can use similar writing to help me gain ideas for my story.

Creating Sentences
Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
I can create interesting sentences to describe characters and settings.

Drafting an Opening
In narratives, creating settings, characters and plot.
I can draft an opening to a traditional tale.

Editing a Story
Assessing the effectiveness of their own and others' writing and suggesting improvements.
I can edit and improve a story opening.

Letter Writing

Comprehension
Identifying how language, structure and presentation contribute to meaning. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
I can answer questions about a text I have read.

Planning a Letter
Discussing and recording ideas. Organising paragraphs around a theme.
I can plan the paragraphs of a letter..

Drafting a Letter
Organising paragraphs around a theme.
I can draft the paragraphs of my letter.

Editing a Letter
Assessing the effectiveness of their own and others' writing and suggesting improvements.
I can edit and improve my letter.

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WriteIt

Our WriteIt lessons and resources have been specially designed to create an independent writing opportunity for children, with minimal teacher input. The activity sheets are not differentiated because they have been created for writing assessment purposes. These packs are structured to deliver lessons mirroring the learning that has taken place within this topic, whilst providing assessment opportunities and checklists for teachers.

WriteIt

Letter Writing
Organising paragraphs around a theme.
I can write a formal letter.

Story Writing
In narratives, creating settings, characters and plot.
I can write a story opening in the style of a traditional tale.

Aims

Reading

- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- Using dictionaries to check the meaning of words that they have read.
- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Writing

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- In narratives, creating settings, characters and plot.
- Assessing the effectiveness of their own and others' writing and suggest improvements.
- Discussing and recording ideas.
- Organising paragraphs around a theme.

Spelling, Punctuation and Grammar

- Using paragraphs to organise ideas around a theme.
- Writing noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.
- Using and understanding the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (adverbials).

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