



# Woodland Tales

## Key Stage 1 Literacy Teachers' notes

This unit of work, which is based on word, sentence and text level elements from Year 2 - Term 2 of the **National Literacy Strategy**, is designed to form the basis for a week's Literacy work.

### Learning Objectives Covered by this Work

- ☉ To build individual collections of significant words
- ☉ To secure the use of simple sentences in children's own writing.
- ☉ To discuss and compare story themes.
- ☉ To predict story incidents and endings.
- ☉ To discuss story settings and to consider how these influence events and behaviour.
- ☉ To use story settings from reading in written work.

### Before the Visit

Read the story of 'Goldilocks and the Three Bears'. Discuss the characters and, in particular, the setting of the story.

Which other stories do you know that take place in a woodland setting? Examples are Snow White, Babes in the Wood and Little Red Riding Hood. Discuss the ways in which woods and forests are portrayed in these stories? Why do you think that they are portrayed in this way?

Do the children know any woodland areas? In what ways are these similar to those described in the stories? In what ways are they different?

At this stage, it might be worthwhile making it clear to the children that there are no wolves, bears or wicked witches in the wood to be visited!

## In the Woodland (Day 2)

Start by finding a suitable place and asking the children to sit or lie under a tree for a while and to describe how the woodland makes them feel. With the teacher or another adult as a scribe, record these words on paper.

Ask the children to imagine that they are in the same place but on their own, or at night, or at a different time of year. How would they feel under these different circumstances? Add these words to the list.

The children should then think up and (with help) record words describing the woodland environment. Compile lists of words describing what can be heard, smelt, seen and touched. Continue to add to the list of words describing the children's feelings about the wood.

### Follow-up Work

Review the woodland visit and discuss the children's experience of the woodland with them.

Review the lists of descriptive words for things that the children have seen, heard, felt and smelt and that of words describing their feelings.

Read this story starter together.

*Remember the story of Goldilocks and the Three Bears? Can you remember the wood where Goldilocks found the Three Bears house and ate the porridge, and broke the chair and slept in the bed? Well this story begins in **that** wood!*

*It all began one day when Goldilocks ventured into the woodland again. She made her way to her favourite spot, the old gnarled oak tree, right in the middle of the wood. As she skipped towards the enormous tree she spied a squirrel. Goldilocks sat down against the trunk of the tree but no sooner had she done so, when she felt something drop into her lap. From the corner of her eye, she looked up to see the squirrel dart back up the old tree. She looked down to her lap to see a golden acorn.*

Brainstorm what you think might happen next and write down single sentences to describe the different possible continuations of the story.

Ask the children to continue the story, using the acorn shape on the pupil sheet, and drawing on their experiences from the woodland visit. Think carefully about the features picked up in the woodland by the different senses and encourage the use of descriptive words from the various lists compiled when in the woodland.

The finished stories, written on the acorns, could be displayed on a large story tree.



# Key Stage 1 Literacy

## Pupil Sheet

[illegible]