

Phase: Reception	Focus: Traditional Tales	Term: Autumn 1
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What I should already know?

I like to look at books independently, showing interest in the illustrations. I know how to hold a book correctly and turn the pages, handling it carefully. I can sit and listen to a story one-to-one and in a small group. I sometimes join in with the words. I should be familiar with some fairy tales and the main characters in them.



**Magic Questions!**

Who are the characters in the story? Who is the hero? Who is the villain?  
Who is your favourite character?

What is the problem in the story?  
How do they solve it?

What do you think will happen next?  
How could you change the ending?

Can you re-tell the story?  
Can you think of another story you have read that is similar to this one?

What is your favourite story and why?  
Choose your favourite picture in the book— why do you like it?

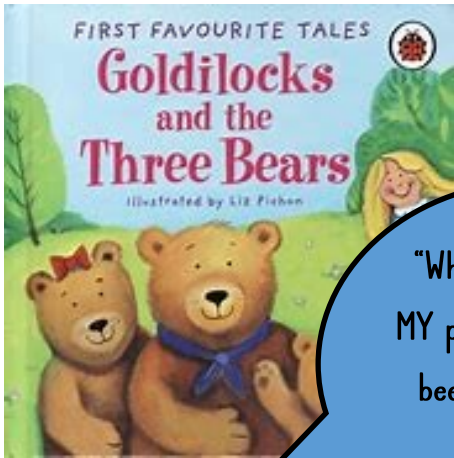


**Key words and their meanings**

<b>Traditional tale</b>	A story that has been told and re-told over again. It becomes a common tale that is known very well. They usually try to teach the reader a lesson.
<b>Fairy tale</b>	A fantasy story about people, animals, fairies or other beings with magical powers. These are often set in magical lands.
<b>Setting</b>	The place where a story unfolds.
<b>Character</b>	People or animals that are in the story.
<b>Hero</b>	The person or animal in the story that helps someone or saves the day. They are seen as 'good' characters.
<b>Villain</b>	The person or animal in a story who's actions or motives are important to the plot. They are seen as 'bad' characters.
<b>Title</b>	The 'name' of a book.
<b>Author</b>	The person who wrote the book. We don't always know this with traditional tales, but we can find out this with other books we read.
<b>Illustrator</b>	The person who drew the pictures in a book.
<b>Plot</b>	The main events in a story, from start to end.

**By the end of the unit I should ...**

- Recognise rhythm in spoken words e.g. joining in with repeated parts of the story 'Run, run as fast as you can, you can't catch me I'm the gingerbread man!'
- Listen to stories with increasing attention and recall.
- Anticipate key events and joins in with repeated language in the story.
- Begin to be aware of the way stories are structured.
- Suggest how a story might end.
- Be able to re-tell some fairy tales and explain the main events in the stories I have heard.
- Describe the setting of a story.
- Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.



"Who's been eating MY porridge?" "Who's been sitting in MY chair?"

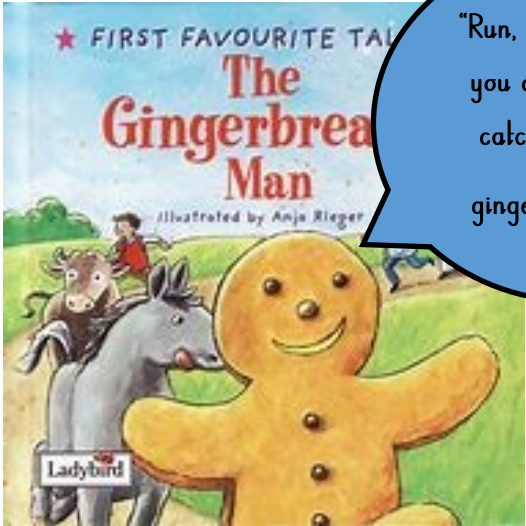
Can your child join in with the repeated refrains in the familiar tales you read? Here are some examples.



"Then I'll huff and I'll puff and I'll blow your house down!"



"Fee Fi Fo Fum, I smell an English-man!"



"Run, run as fast as you can, you can't catch me I'm the gingerbread man!"

"Oh Grandma, what big teeth you have!"

