**Curie Class Yr1 English - Fantasy Story Writing Plan**

For the next two weeks we are going to be looking at fantasy stories, we are going to plan and write our own. However, you can scribe for your child if you need to. There are also word mats and help sheets on the website if required; fantasy vocab, sentence openers and adjectives.

Our story ‘How Coyote Stole Fire’ is linked below.

Text <https://s3.eu-west-1.amazonaws.com/storymuseum/HowCoyoteStoleFire_story_text.pdf>

Audio <https://soundcloud.com/storymuseum/how-coyote-stole-fire-told-by-jackie-singer>

**I have included some resources to help on the website if required.**

* **Adjective sheet**
* **Adverb sheet**
* **Fantasy vocabulary sheet**
* **Sentence openers sheet**

**Monday 25th January – Introducing ‘How the Coyote Stole Fire’**

Listen to the story ‘How Coyote Stole Fire’ and follow along with the written copy.

**Activity 1** - Answer the following questions in full sentences on lined paper.

Why were the villagers sad?

Where did Coyote travel to?

Who guarded the fire?

What happed to Coyotes tail?

How did fire help the villagers?

**Activity 2** - Draw a picture of your favourite part of the story. Write at least 2 sentences to describe what’s happening in your picture.

**Tuesday 26th January – Adjectives**

Today we are going to learn about adjectives.

Watch this short video about adjectives.

<https://www.youtube.com/watch?v=2BS4qadQL1I>

Activity 1 – Adjective worksheet

Can you label the pictures with adjectives that describe them? Then write a sentence describing each of the pictures.

**Wednesday 27th January – Story map**

Today I would like you to read or listen to the story again.

**Activity 1 – create a story map** of the How the Coyote Stole Fire.

A story map is made up small pictures and key word that help you to break a story down into key parts and helps you to retell the story.

Draw a little picture for each part of the story and show how the story moves along using arrows. Next, add key words that help you to know what is happening in the story when you retell it.

Watch this video for an example of how to create a story map.

[(8) Y2 English Drawing a Story Map for The Lighthouse Keeper’s Lunch - YouTube](https://www.youtube.com/watch?v=ivTOC8iNi8k)

**Thursday 28th January – Characters and Setting Description**

Today I would like you to think about what characters you could include in your own story.

Our story has Coyote as the main character, squirrel, chipmunk and frog as the helpers and the Fire Beings as the Guards.

**Activity 1 – Characters**

Decide what characters you want to use and draw them. Use adjectives to describe your characters. Write one sentence about each character.

**Activity 2 – Setting Description**

**Watch the video -** [**https://www.youtube.com/watch?v=3BVOIyUnk6s**](https://www.youtube.com/watch?v=3BVOIyUnk6s)

Decide where your story is set and when it is set.

Look into your mind’s eye and pretend that you are in that place. What is the weather like, what can you see, feel and hear?

For example, if I chose to put myself into the Coyote story I might write:

***My story is set in a small, it is the middle of winter. White snow covers the ground. I can feel the hard ground under my feet and the air makes me shiver as the wind hits my face. The houses in the village are small and made from wood. Inside the houses I can hear crying, the people in the village sound sad.***

Write your own setting description to use in your story on lined paper using your best handwriting.

**Friday 29th January – Planning our own story**

Today we are going to start to think about own story.

First, have a discussion with an adult about

* What characters you would like in your story.
* Where is your story set? Where do your characters travel to?
* What problem is there?
* What is the solution to the problem?

**Activity 1 – Planning Your Story Worksheet.**

I have written an example for you to look at and discuss; it is attached to the template.

Here we are going to adapt the story structure of How Coyote Stole Fire to create our own story. Fill in the plan template with ideas for your story.

**Monday 1st February – Write the beginning of your story**

Today we are going to start to write our own story.

The first part of our story is the introduction.

Here we write a description of the setting and introduce the main characters using our amazing adjectives (adjective sheet available).

Use your character drawings and setting descriptions from lesson 4 to help guide your writing.

Next, we need to write about the problem, use your plan to guide your writing.

Here is the first part of my story.

**It was a sunny day in the middle of July. The woodland was bursting with beautiful flowers, birds sat singing in the lush, green branches of the tall trees. Tiny houses sat in a circle in a small clearing. Fox saw relaxing in the shade. Suddenly there was a loud scream. It was coming from the tiny houses. Fox ran over to see what was wrong. The last of the dingle berry seeds had been stolen. The woodland folk had no more food. Clever fox had an idea. He knew that the giants of the valley had plenty of dingle berries but they didn’t like to share.**

**Tuesday 2nd February – Write the middle of your story.**

Today we are going to carry on with our story writing. I would like you to read what you have already written and then carry on writing about the journey there and taking the item. Use your plan to guide your writing.

Here is the next part of my story.

**Fox set of on the long journey to the valley were the giants lived. It took him all day and all night to get there. When he arrived at the entrance to the valley he hid in the bushes. There he waited until it was dark. He could see the dingle berry bush. When the giants settled down to sleep, Fox tiptoed over to the dingle berry bush and picked as many as he could carry. As he was sneaking away, a twig snapped underneath his foot. The giants woke up! Fox ran as fast as he could, luckily, he was much faster than the giants.**

**Wednesday 3rd February – Write end of your story .**

Today we are going to carry on with our story writing. I would like you to read what you have already written and then carry on writing about the journey back and the solution. Use your plan to guide your writing.

Here is the next part of my story.

**Fox made it back to the woodland after a tiring adventure. He had escaped the grumpy giants. The woodland folk cheered when they saw him. He had given them enough dingle berries to last all year and the seeds could be planted ready for next year. They were so happy with Fox, they invited him to a massive dingle berry feast!**

**Thursday 4th February – Favourite part of the story.**

Activity 1 – draw a picture of the favourite part of your story

**Friday 5th Febuary – Re-tell you story.**

Today you are going to have a go at re-telling your story to an adult. Can you add actions as you say the words?

For example.

When fox runs – I can pretend to run.

When fox sneaks – I can pretend to sneak.