Teacher: Mrs Abel Topic: Growth and Green Fingers

Text: The Empty Pot Genre: Classic Chinese Folktale

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| Intent | Implementation | | Impact |
| Learning Objective | Teaching | Activity | Learning Outcomes |
| To make predictions based on what has been read so far.  To discuss the title and how it relates to the events in the whole story. | Linked to the science learning opportunities, show short clips of plants growing and identify what they are.  Bring in some recently germinated seeds and ask children to guess what they might be. Keep them and nurture them in the classroom during the course of the unit to discover what they are.  Show the title of the book and predict what they think the story is about. | Use talk partners to make predictions and discuss how the title relates to the whole story. | Children will be able to make predictions.  Children will be able to discuss how the title relates to the whole story. |
| To identify and use exclamation marks. | Pull out from the text where the exclamation marks are being used and highlight them. Model reading using appropriate expression. | Provide children with a simplified sentence or sentences from the story to read aloud with a talk  partner. Encourage them to use the punctuation to inform how they read the words. Perform to others in the group. | Children will be able to identify exclamation marks. |
| To read words containing *–ed*, *–er* and *–est* endings*.* | Pull out any key vocabulary, including any words ending in *–ed*, *–er* and *–est*. Develop word banks of useful vocabulary. | Children read sentences containing words containing *–ed*, *–er* and *–est*. | Children will be able to read words containing *–ed*, *–er* and *–est*. |
| To develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. | Use drama techniques to explore characters in more detail e.g. *hot seating, freeze frames.* Encourage use of language from the text. Record responses in writing. | Children write their answers to the questions the characters were asked. | Children will develop and demonstrate their understanding of characters and events  through role play and drama, drawing on language from the text.  Children will be able to discuss the main characters. |
| To make predictions based on what has been read so far. To apply phonic knowledge and skills as the route to decode words. | During shared reading, stop periodically to blend unfamiliar words in line with the children's developing phonic ability. Ask children to make regular predictions throughout the story. | Children blend selected words and discuss their predictions with their partner. | Children will be able to apply their phonics knowledge when reading. Children will be able to make predictions. |
| To use patterns and repetition to support oral retelling. | Provide an object for children to pass around their group. Play ‘pass the story’ by passing an object around and asking each child to tell the next part of the story. Provide key vocabulary to support the retelling, particularly formulaic  phrases for beginnings and endings**.** | Complete the KWL grid as a class. Children say what they have learnt (L) about the story. Encourage the children to provide reasons  for their responses, finding evidence in the text i.e. I think that… because… | Children will be able to use patterns and repetition to support oral retelling. Children will be able to discuss the main  events. |
| To use patterns and repetition to support oral retelling. | Teach children the story via oral storytelling, modifying the text if necessary, so it is suitable for learning. Use story maps, images, props and key vocabulary to support oral retelling e.g*. in the beginning, after that, a bit later.* | Create a simple whole class checklist of features, e.g. *two characters, setting, events, time words.* | Children will be able to use patterns and repetition to support oral retelling. |
| To add suffixes to verbs where no spelling change is needed to the root word, e.g. *pull – pulled*. | Focus on adding suffixes to verbs where no spelling change is needed to the root word e.g. *pull - pulled* | Children write the verbs in the past tense and read to a partner. | Children will be able to add suffixes to verbs where no spelling change is needed to the root word. |
| To use patterns and repetition to support oral retelling. | Use a whole class story map and innovate the characters/ending/objects in the story. | Children to role play, in pairs, the new version of their story.  Following modelling, prepare new story maps individually with new ending/characters/objects. | Children will be able to orally retell their innovated story. |
| To orally compose every sentence before writing.  To reread every sentence to check it makes sense.  To use punctuation to demarcate simple sentences (capital letters and full stops).  To say, and hold in memory whilst writing, simple sentences which makes sense.  To compose and sequence their own sentences to write short narratives.  To sequence ideas and events in narrative.  To identify and use exclamation marks.  To add suffixes to verbs where no spelling change is needed to the root word, e.g. *pull – pulled*. | Use shared writing techniques to model transferring a section of the map at a time into writing with the children. Focus on skills – exclamation marks and verbs with suffixes added, where no spelling change is needed to the root word. Also model the use of ongoing skills including: events in order; full stops and capital letters; finger spaces; clear beginning, middle and end. Model and revise the use of formulaic phrases particularly at the beginning and end of their writing. | Children complete their own section of writing each day, referring to their own story maps and composing and sequencing their own sentences. | Children will be able to write their own short  narrative which includes:  **-** events in order – clear beginning, middle and end.  **-** full stops and capital letters.  **-** finger spaces.  **-** exclamation marks.  **-** formulaic phrases to open and close  **-** verbs with suffixes where no spelling change is needed to the root word. |

Teacher: Mrs Abel Topic: Growth and Green Fingers

Text: Variety of instruction texts Genre: Instructions

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| Intent | Implementation | | Impact |
| Learning Objective | Teaching | Activity | Learning Outcomes |
| To write simple sentences that can be read by themselves and others. | Focus on writing simple sentences. Use full stops and capital letters | Children write simple sentences and then swap their work with a partner so they can read each other’s sentences. | Children will be able to write simple sentences that can be read by themselves and others. |
| To listen to and discuss a range of texts at a level beyond that at which they can read independently, including non-fiction - *a range of instructions.* | Provide some oral instruction for the children to follow. Make an obvious mistake in the order in which the instructions are given. Discuss the importance of following the steps in the correct order. | Children to listen carefully and follow in the correct order. | Children will be able to listen to a range of oral instructions. |
| To read aloud accurately books that are consistent with their developing phonic knowledge. To check that text makes sense while reading and self-correct. To listen to what others say. To take turns. | Demonstrate how to read and follow simple written instructions. | Children take it in turns to read and follow a simple set of written instructions with a partner to make something or carry out a task. | Children will be able to read and follow a simple instruction or set of simple instructions. Children will be able to read aloud texts that  are consistent with their developing phonic knowledge.  Children will be able to take turns. |
| To listen to and discuss a range of texts at a level beyond that at which they can read independently, including non-fiction - *a range of instructions.* | Analyse the features of written instructions, by highlighting key words and phrases. Add any useful  vocabulary to the working wall.  Display shared text including text marking on the working wall to refer back to during the writing phase. Create a checklist of features for instruction writing | With a partner, read aloud texts that are consistent with their developing phonic knowledge. Extract any further useful  vocabulary and display on the working wall, e.g. bossy verbs, such as *cut, stir, chop* and time words such as *first, next, finally.* | Children will be able to discuss key vocabulary. Children will be able to read aloud texts that are consistent with their developing phonic knowledge. |
| To write simple sentences that can be read by themselves and others.  To use punctuation to demarcate simple sentences (capital letters and full stops).  To reread every sentence to check it makes sense.  To orally plan and rehearse ideas.  To compose and sequence their own sentences to write short non-fiction texts – instructions.  To sequence ideas and events in non-fiction.  To write in different forms with simple text type features e.g. *instructions*. | Use shared writing techniques to model a section at a time with the children. Focus on skills – punctuating simple sentences with capital letters and full stops. Make sure children understand how to construct instructions as opposed to recounting a sequence of steps.  Model the ‘think it, say it, write it, read it’ approach. Use AFL, marking and feedback to adjust shared writing focus daily. | Children write a set of simple instructions. | Children will be able to write their own set of simple instructions based on a model which includes:  **-** simple sentences that can be read by themselves and others.  **-** simple sentences with capital letters and full stops.  **-** sequence of sentences which give clear instructions.  **-** features of an instruction text. |
| To read aloud their writing *audibly* to adults and peers. | Provide opportunity for children to evaluate their writing with adults and peers. | Children read their work to their peers in small groups. | Children can read aloud their writing *audibly* to adults and peers. |

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Text: London Bridge is Falling Down Genre: Traditional rhyme

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| Intent | Implementation | | Impact |
| Learning Objective | Teaching | Activity | Learning Outcomes |
| To listen to and discuss a range of texts at a level beyond that at which they can read independently, including poems.  To recognise and join in with language patterns and repetition.  To make personal reading choices and explain reasons for choices. | Through shared reading, read, explore and respond to a range of rhymes. Compare traditional rhymes and encourage children to choose their favourite, explaining why they chose it. | Perform some of the rhymes, using music, actions and other props where appropriate. | Children will be able to join in with traditional rhymes. Children will be able to make personal reading choices and explain reasons for choices. |
| To introduce and discuss key vocabulary, linking meanings of new words to those already known. | Discuss and explore the different patterns created; repeated sounds; repeated words and phrases; how the text is laid  out on page or screen. Discuss the meanings of unfamiliar words. | Class discussion. | Children will respond to language patterns and repetition by joining in. |
| To enjoy and recite rhymes and poems by heart.  To use patterns and repetition to support oral retelling. | Recap and discuss the rhymes learnt. Discuss ideas for performing them. | In small groups, children select some verses of the rhymes to perform. | Children will be able to recite rhymes and poems off by heart.  Children will be able to use patterns and repetition to support oral retelling. |
| To recognise and join in with language patterns and repetition. | Model the identification of the rhyming words and patterned language e.g. *identify words which rhyme such as ‘grow’ and ‘row.’* Also, pick out the capital letters for the names e.g. of London Bridge | Provide a selection of traditional rhymes from which the children can choose. Read and discuss, allowing children to identify rhyming words. | Children will be able to join in with traditional rhymes |
| To be able to use their phonic knowledge when spelling any unfamiliar words.  To use capital letters for names. | Gather content to write own version of one of the traditional rhymes. Create a word bank of words. Discuss ideas | Children to write their own list, using phonic knowledge when  spelling any unfamiliar words.  Children write a list of possible materials and reasons they will or won’t work. | Children will be able to use their phonic knowledge when spelling any unfamiliar words. |
| To orally plan and rehearse ideas.  To write in different forms with simple text type features e.g. *poems with simple structures.*  To write phrases/sentences that can be read by themselves and others.  To use capital letters for names of people.  To separate words with spaces.  To spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words. | Use shared writing techniques to model a simple verse. | The children follow this model and write their own verse, making their own innovations. | Children will be able to write their own poembased on a model which includes:  **-** simple phrases/sentences that can be read  by themselves and others.  **-** capital letters for names of people.  **-** words with finger spaces.  **-** words spelt using their phonic knowledge. |
| To read aloud their writing audibly to adults and peers. | Provide opportunity for children to evaluate their writing with adults and peers. | Children read their work to their peers. | Children can read aloud their writing *audibly* to adults and peers. |