Teacher: Mrs Abel Topic: Explorers

Text: A Right Royal Disaster Genre: Stories by the same author

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| Intent | Implementation | | Impact |
| Learning Objective | Teaching | Activity | Learning Outcomes |
| To read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. To read further common exception words, noting tricky parts. To use tone and intonation when reading aloud. | During shared reading, model and involve children in practising word building and blending, drawing attention to alternative sounds for graphemes. Identify common exception words within the text, note the tricky parts and devise strategies to aid. | Shared reading | Children will be able to listen to stories by the same author and apply phonic skills to decode extracts of these stories in shared reading. Children will be able to imitate sections read aloud using tone and intonation. |
| To participate in discussions and make predictions about a text. To demonstrate understanding of fiction texts by asking and answering who, what, where, when, why, how questions. To generate and write questions. | Focusing on the text, ‘The Man on the Moon’ by Simon Bartram, display the book cover. Model generating questions using who, what, where, when and how about the text. Teacher model writing questions. | Children write their own questions. | Children will be able to generate and write questions. |
| To respond to questions related to vocabulary, retrieval and inference. To listen to stories by the same author. To sequence the main events in a story. | Ongoing - read the second text ‘A right Royal Disaster.  Show children how to write notes for the story Man on the Moon. | Children write a day in the life of Bob. | Children will be able to sequence the main events in a story. Children will be able to write about fictional events |
| To listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories. To introduce and discuss words within the context of a text, linking new meanings to known vocabulary. To identify, discuss and collect favourite words and phrases. To make predictions based on what has been read so far. | Ongoing - read the second text ‘A right Royal Disaster.  Start to create a bank of words children might use in their own writing. | Shared reading. Children identify new vocabulary and answer questions. Children make predictions based on what we have read so far. | Children will be able to respond to key questions related to vocabulary, literal retrieval and inference, orally and in writing. Children will be able to identify and discuss new and/or exciting vocabulary. Children will be able to use their knowledge of characters to use inference and respond in role. Children will be able to make predictions about what might happen in the text. |
| To make inferences about characters and events using evidence from the text, e.g. what is a character thinking, saying and feeling? | Read chapter 2. Discuss how the way Bob reacts to the news that he has to throw the Queen’s party, tells us information about the Queen. | Year 2 and MA year 1 Children write what they know about the Queen based on what they have read.  Other Year 1 children write sentences to describe the Queen from her picture. | Children will be able to make inferences about characters using evidence from the text. |
| To respond to key questions related to vocabulary, literal retrieval and inference, orally and in writing. | Provide true or false statements where children need to use literal retrieval skills | Children answer the questions orally. | Children will be able to respond to key questions related to vocabulary, literal retrieval and inference, orally. |
| To develop stamina for writing through the provision of further writing opportunities. | Read the next two chapters of the book and discuss how Bob is feeling. Model write a diary entry. | Children write a diary entry for Bob as he thinks about what has happened during the day and what problems he has encountered and how he might solve them. | Children will be able to develop stamina for writing through the provision of further writing opportunities. |
| To plan and discuss what to write about, e.g. story, collecting new vocabulary, key words and ideas. | ‘Chunk the plot’ of one of the stories by summarising it into a series of events. (see Lancashire plan for suggested steps)  Using the plot which has been ‘chunked’ during the reading and analysing phase, model how to extract the generic or basic plot e.g. A Right Royal Disaster: | Children contribute ideas to the whole class task of extracting the generic plot. | Children will know and understand the features of a narrative text by a particular author. |
| To plan and discuss what to write about, e.g. story, collecting new vocabulary, key words and ideas. | Use the generic plot to create a new class story using teacher modelling. Draw a new story map. | Children contribute ideas to the whole class story. | Children will be able to create a story map using a generic plot. |
| To plan and discuss what to write about, e.g. story, collecting new vocabulary, key words and ideas. | Provide alternative possibilities ready for the class to discuss: - character names e.g. King, Lord, Lady, Prince, Princess, Duke, Duchess - appropriate settings e.g. moon, planet, galaxy - gifts e.g. tiara, crown, jewellery, throne, tree, robe, portrait, chandelier. Whichever gifts are selected, provide opportunities to explore how it gets damaged and what the character likes about the damaged version. Select possibilities for the class version. | Children to select from the class list (left) for their own story. Children prepare new story maps in groups, pairs or individually with new characters/settings/ending. Children could reuse settings, characters and new or exciting vocabulary from the original story in their own versions. | Children will be able to innovate on their own story, keeping many features from the original, e.g. the main characters. Children will be able to sequence the events in their own story. |
| To orally rehearse each sentence prior to writing. To develop a positive attitude to writing. To write about fictional events. To develop stamina for writing in order to write at length. | Using the innovated plot, use shared writing techniques to model a section at a time. Focus on applying subordination using a range of time words, (e.g. when, before and after) and using apostrophes for contracted forms, (e.g. don’t, can’t, wouldn’t, you’re, I’ll.) Model orally rehearsing each sentence prior to writing, and proofreading after writing to check for errors in spelling, grammar and punctuation. A puppet may be used here to assist or make mistakes for the children to correct. Also draw on previously taught skills. Use AFL, marking and feedback to adjust shared writing focus daily | Children follow the modelling each day from the whole class focus and use their own plan to inform writing. | Children will be able to write their own explorer story or story ending based on a model from an existing series, which includes; - subordination using a range of time words - apostrophes for contracted forms - features of the original story series |
| To proofread to check for errors in spelling, grammar and punctuation. To read aloud their writing with intonation to make their meaning clear and so they can be heard by their peers. | Model how to edit a piece of work focusing on different criteria each time. Remind children of the need to use intonation as discussed during the reading phase. | Children edit their story and then read their story to their peers. Children work in groups of 3/4. | Children will be able to proofread their work improving spelling, grammar and punctuation. Children will be able to read their writing aloud with intonation to make their meaning clear and so they can be heard by their peers. |

Teacher: R Abel Topic: Explorers

Text: Captain Cook Genre: Chronological report

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| Intent | Implementation | | Impact |
| Learning Objective | Teaching | Activity | Learning Outcomes |
| To read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports. To listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including non-fiction. | Use the Usborne book about Captain Cook. Have any of the children been looking at the chosen text during independent reading? Discuss some of the children’s likes and dislikes with regard to different text types. Briefly examine the text as an example of a chronological report. | Class discussion. Use talk partners to discuss answers. | Children will be able to listen, discuss and express views about a range of texts including non-fiction.  Children will be able to generate key questions. |
| To read frequently encountered words quickly and accurately without overt sounding and blending. To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. To check that texts make sense while reading and self-correct. | During shared reading, continue to model word building and blending when reading unfamiliar words. Draw attention to frequently encountered words and in these cases, demonstrate quick and accurate reading without overt sounding and blending. | Children join in with the reading of the text using their knowledge of sounds to decode unfamiliar words. | Children will be able to read frequently encountered words quickly and accurately without overt sounding and blending. Children will be able to sound out unfamiliar words accurately, automatically and without undue hesitation. |
| To identify how specific information is organised within a non-fiction text, e.g. sub-headings, contents, bullet points, glossary, diagrams. To locate information from non-fiction texts using the contents page, index, labelled diagrams and charts. To demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions. | Model how to use a non-fiction text in a non-linear way to locate answers, e.g. selecting an appropriate text, using the contents page, index, sub-headings, glossary. Model how to scan a text in order to locate key words. Model how to apply this scanning technique when searching a text to find an answer to a question | Class discussion. Use talk partners to discuss answers. | Children will be able to locate information from non-fiction texts using the contents page, index, labelled diagrams and charts. Children will be able to identify and explore new vocabulary using the glossary.  Children will be able to scan texts to locate key words or specific information. Children will be able to apply scanning techniques to answer questions orally. |
| To plan and discuss what to write about e.g. text mapping, collecting new vocabulary, key words and ideas. To use specific text type features to write for a range of audiences and purposes e.g. to inform. To make simple notes from non-fiction texts, e.g. highlighting and noting key words. | Decide on specific content that needs to be gathered to write their class book(s) on exploring or explorers. Model how to make notes, jotting only the key words and phrases on a timeline. | Children make their own notes on the timeline using key words from the text. | Children will be able to record their findings, making simple notes, e.g. through highlighting and noting key words. |
| To write about real events.  To use subordination for reason using because. To use past tense for historical reports. To orally rehearse each sentence prior to writing. To develop a positive attitude to writing. To develop stamina for writing in order to write at length. | Using the boxed-up page plan, use shared writing techniques to model a section at a time with the children. Focus on applying the skills – subordination using the words because, and use of past tense. Model orally rehearsing each sentence prior to writing and encourage children to do the same. Draw on previously taught skills. | Children follow the modelling each day from the whole class focus and use their own page plan and notes to inform their writing. Remind the children every day of their audience and purpose. | Children will be able to construct their own chronological report that will form the page of an information book. This will include: − subordination using because and correct use of past tense. |