Teacher: Mrs Abel Topic: Family Album

Text: Rapunzel Genre:

|  |  |  |  |
| --- | --- | --- | --- |
| 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. To make predictions based on what has been read so far. To make basic inferences about what is being said and done. | Read the first part of the story and discuss new vocabulary. | Make a prediction about what happens to the main character. | Children will be able to make predictions. Children will be able to make basic inferences about what is being said and done. |
| To identify and discuss the main characters in stories. To give opinions and support with reasons. 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 use the joining word and to link words and clauses. | Model developing a character web using vocabulary from the text. | Children write a character profile. Complete over two lessons so the children write a profile about the witch and Rapunzel. | Children will be able to identify and discuss the main character in the story. Children will be able to develop and demonstrate their understanding of characters drawing on language from the text. |
| To identify and discuss the main events in stories. | Discuss what has happened in the story. | Children work with a partner to talk through the events in the story. Class discussion. | Children will be able to discuss the main events. |
| To orally retell familiar stories in a range of contexts e.g. role play, storytelling. | Model retelling of the story e.g. and, but, or using joining words and actions. | Act out parts of the focus story in small groups and perform to the rest of the class retelling the main events. | Children will be able to orally retell a familiar story. |
| To use patterns and repetition to support oral retelling. | Model a whole class story map. | Draw a story map of the story and use the map to support retelling. Present to the class, another pair or small group. | Children will be able to use patterns and repetition to support oral retelling. Children will be able to create own story maps with events in order. |
| To orally compose every sentence before writing. To say, and hold in memory whilst writing, simple sentences which make sense. To sequence ideas and events in narrative. To reread every sentence to check it makes sense. To use the joining word and to link words and clauses. To use punctuation to demarcate simple sentences (capital letters and full stops). | Model write the beginning, middle and end of the story. Focus on one section each lesson. | Children retell the story in their own words using their story map as a prompt. Children complete the story over three lessons, beginning, middle and end. | Children will be able to write their own short narrative which includes: - events in order – clear opening, middle and ending. - full stops and capital letters. - finger spaces. – use of joining word and |

Teacher: Mrs Abel` Topic: Family Album

Grammar

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Implementation | | Impact |
| Learning Objective | Teaching | Activity | Learning Outcomes |
| To develop understanding of nouns. | Explain what a noun is and work as a class to identify nouns in the classroom environment. | Children write sentences and underline the noun in each sentence. | Children can identify and name a range of common nouns. |
| To develop understanding of verbs. | Ask children to complete certain actions. Explain the term verb and what it means. Recap the term past tense and how the suffix -ed is used to show things have already happened. | Children write sentences and underline the verb in each sentence. | Children can identify and name a range of verbs. |
| To develop understanding of past tense verbs. | Recap the lesson on verbs and the use of the suffix -ed. Talk about how the suffix -ed can make one of three sounds (d, t, id). | Children work with a partner to read words that have the suffix -ed. Children sort the words depending on the sound the -ed makes. | Children can read words that are written in the past tense with the suffix -ed. |
| To develop understanding of singular and plural. | Explain what is meant by the terms singular and plural. Recap the term suffix. Explain the use of the suffix -s and then -es. | Whole class activity to choose the correct suffix. | Children recognise and can explain what is meant by singular and plural. Children can give examples of singular and plurals. |