Teacher: Miss Standish Topic: Fighting Fit

Text: Prince Cinders by Babette Cole

Snow White in New York by Fiona French Genre: Traditional Tales with a Twist

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| Intent | Implementation | | Impact |
| Learning Objective | Teaching | Activity | Learning Outcomes |
| 1. To make predictions about characters.   **/ To write a letter.**  **Creating interest** | * Arrange for an anonymous letter, written on a scroll, to be delivered to the class. In the letter, explain why a character is seeking help from the class, for example, he is being bullied by his brothers. * Continue the intrigue by leaving a suitcase at the door from the main character. Pull out of the case items which might provide clues as to who the character may be. Use question hands to generate questions about the character and answer in pairs/small groups. | * Children to make predictions about the characters. * **Children to write a response to the letter from Prince Cinders.** | * Children will be able to make predictions about characters. |
| 1. To orally retell a selection of traditional tales.   **Reading- reading and responding** | * Warm up- focus on writing and punctuating simple and compound sentences using the joining words and, but, so and or. * Display the front cover of the book. Have the children read anything like this before? * Using a KWL grid, ask the children about the original character. What do we already know (K) about them? Ask them to work in pairs to suggest what they want to know (W) about the new character. Write up responses on a grid. * Invite children to draw on existing knowledge and orally retell the traditional tale to which the character belongs. Could anybody tell us the story of Cinderella?/Snow White?/Jack and the Beanstalk? etc. This activity could be done in pairs or groups before feeding back to the whole class. | * Children to think about the characters from the original traditional tale and say what they already know. * Children to then work in pairs and think of things that they want to know about the new character. * Children to work in pairs/ small groups to retell the original story. | * Children will be able to write and punctuate simple and compound sentences using the joining words and, but, so and or. * Children will be able to activate prior knowledge and ask questions about characters in the text. * Children will be able to orally retell a selection of fairy/traditional tales, drawing on prior learning. * Children will be able to make predictions about the text. |
| 1. To make predictions about the text.   **Reading- reading and responding** | * Warm up- focus on writing and punctuating simple and compound sentences using the joining words and, but, so and or. * Discuss what they think might happen to the main character in this story. Provide scenarios for the children to act out in small groups. Discuss which one they think could actually happen in the story. * Read the story pausing at certain points to check predictions. * During shared reading, model and involve children in practising word building and blending. Re-read to practise speedy word reading. Draw attention to words containing two or more syllables that contain alternative sounds for graphemes. * Model trying the alternatives sounds before selecting the appropriate one and putting the word back into the sentence to reread. Invite children to repeat this at further opportunities in the text. * Identify unfamiliar or exciting words or phrases from the text. * Check meanings using dictionaries. * Create a word bank to add to throughout the reading phase. | * Children to think about what might happen to the main character in this story. * Children to act out scenarios in small groups based on what could actually happen in the story. * Children to listen to the story. | * Children will be able to write and punctuate simple and compound sentences using the joining words and, but, so and or. * Children will be able to make predictions about the text. * Children will be able to use their phonic knowledge and skills to read new or unfamiliar words. * Children will be able to read accurately words of two or more syllables that contain alternative sounds for graphemes, * Children will be able to identify, unfamiliar or exciting words/phrases from the text. |
| 1. To generate questions.   **Reading- reading and responding** | * Warm up- focus on writing and punctuating simple and compound sentences using the joining words and, but, so and or. * Use drama techniques to explore characters in more detail. * Model generating questions to ask characters orally and in writing, and invite children to do the same. Use during hot seating. | * Children to use drama techniques to explore the characters in more detail. * Children to think of questions to ask the characters. * Children to use questions and ask then during hot seating activity. | * Children will be able to write and punctuate simple and compound sentences using the joining words and, but, so and or. * Children will be able to generate questions orally and in writing. * Children will be able to make inferences about characters and events using evidence from the text. |
| 1. To write a diary entry.   **Reading- reading and responding** | * Warm up- focus on subordination using the time word ‘when’. * Warm up- focus on writing and punctuating simple and compound sentences using the joining words and, but, so and or. * Use responses from last sessions and use information to write a responses in writing e.g. a diary entry | * Children to write a diary entry. | * Children will be able to write and punctuate simple and compound sentences using the joining words and, but, so and or. * Children will be able to generate questions orally and in writing. * Children will be able to make inferences about characters and events using evidence from the text. |
| 1. To know the features of traditional tales.   **Reading- reading and analysing** | * Warm up- focus on writing and punctuating simple and compound sentences using the joining words and, but, so and or. * Teach the children an original traditional tale via oral storytelling. * Use story maps, images, props, role play and key vocabulary to support retelling orally e.g. in the beginning, after that, a * bit later. * Create a checklist of features for a traditional tale. | * Children to role play an original traditional tale. * Children to identify the key vocabulary and features, * Children to know and understand the features of a traditional tale. | * Children will be able to recognise and collect repetitive language from the various traditional tales read. * Children will be able to retell a story orally. * Children will be able to develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. * Children will know and understand the features of simple traditional tales. |
| 1. To create my own story map.   **Gathering content** | * Warm up—focus on selecting, generating and effectively using verbs. Link to using the past tense for narrative. * Using the whole class story map, innovate on the story (depending on the ability of the children, this could be the * character, events, and/or ending). * Prepare new story maps in groups or individually e.g. by using sticky notes for innovation on top of the original story * map. | * Children to create their own story map. | * Children will be able to create own story maps or plans with the events in order. * Children will be able to participate in drama activities to develop understanding of characters. * Children will be able to orally retell their story. |
| 1. To orally rehearse my story.   PART 2  **Gathering content** | * Warm up-– focus on selecting, generating and effectively using verbs. Link to using the past tense for narrative. * Orally rehearse new stories several times to embed the pattern of narrative. | * Children to create their own story map with new setting/ ending or characters. * Children to orally re-tell their own story. | * Children will be able to create own story maps or plans with the events in order. * Children will be able to participate in drama activities to develop understanding of characters. * Children will be able to orally retell their story. |
| 1. To write a traditional tale with a twist.   **Writing** | * Follow the innovated story map as a plan and use shared writing techniques to model one section at a time. Focus on applying compound sentences using the joining words and, but, so and or, and the effective use of verbs for past tense. * Model the oral rehearsal of each sentence prior to writing and remind children to do the same. Model the accurate use of full stops, capital letters and exclamation marks, sometimes deliberately making ‘mistakes’ for children to spot and correct. * Continue this pattern over several days, using their own plan to inform writing, until the outcomes are completed. * When proofreading, draw attention to the correct tense and form of verbs being used within sentences. Model reading aloud in order that children can hear an error. E.g. correcting he walking to the shop to he walked to the shop. * Use AFL, marking and feedback to adjust shared writing focus daily. | * Children to write the first section of their tale using the story map. | * Children will be able to write their own twisted traditional tale which includes:   - compound sentences using and, but, so and or.  - the use of full stops, capital letters, exclamation marks.  - the effective use, and correct tense and form of verbs, including some of those generated in the grammar focus.  - features of a traditional tale. |
| 1. To write a traditional tale with a twist.   **Writing** | * Model writing the next part of the tale using the story map. | * Children to write the next section of their tale using their story map. | * Children will be able to write their own twisted traditional tale which includes:   - compound sentences using and, but, so and or.  - the use of full stops, capital letters, exclamation marks.  - the effective use, and correct tense and form of verbs, including some of those generated in the grammar focus.  - features of a traditional tale. |
| 1. To write a traditional tale with a twist.   **Writing** | * Model writing the next part of the tale using the story map. | Children to write the next section of their tale using their story map. | * Children will be able to write their own twisted traditional tale which includes:   - compound sentences using and, but, so and or.  - the use of full stops, capital letters, exclamation marks.  - the effective use, and correct tense and form of verbs, including some of those generated in the grammar focus.  - features of a traditional tale. |
| 1. To write a traditional tale with a twist.   **Writing** | * Model writing the next part of the tale using the story map. | * Children to write the next section of tale story using their story map. | * Children will be able to write their own twisted traditional tale which includes:   - compound sentences using and, but, so and or.  - the use of full stops, capital letters, exclamation marks.  - the effective use, and correct tense and form of verbs, including some of those generated in the grammar focus.  - features of a traditional tale. |

Teacher: Miss Standish Topic: Fighting Fit

Text: A variety of instructional texts. Genre: Instructions

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| Learning Objective | Teaching | Activity | Learning Outcomes |
| 1. To write a list and use commas.   **Creating interest** | * Arrange for the headteacher to send an urgent email stating that the playground games need updating and the younger children need to be told how to play them. As the oldest key stage one children, it is their challenge to take on this mission. * Discuss a range of playground games which they already play. Model writing them in a list, using commas to separate the items. | * Children to write a list and use commas. | * Children will be able to write a list and use commas. |
| 1. To identify and select verbs and adverbs.   **Reading- reading and responding** | * Warm up- focus on selecting, generating and effectively using adverbs. * Shared read a range of instructions for playing common playground games. Model sounding out unfamiliar words accurately and balance by reading frequently encountered words quickly without overt sounding and blending. * Watch video clips on how to play common playground games such as the hopscotch rules YouTube clip * Follow the instructions carefully, picking out the key language including verbs and adverbs. Play ‘word pull’ by pulling out new/key words, discussing and establishing meaning linking to known vocabulary, before then returning to its original context. | * Children to work in groups or pairs to read a range of instructions which are closely matched to their increasing phonic knowledge- identify verbs and adverbs. * Children follow the instructions to carry out the task or play the game together. | * Children will be able to select, generate and effectively use adverbs. * Children will be able to use their phonic knowledge to sound out unfamiliar words and read familiar words smoothly, without overt sounding and blending. * Children will be able to identify and select verbs and adverbs. * Children will be able to discuss words within the context of a text, linking new meanings to known vocabulary. |
| 1. To sequence and re-read a set of instructions to check if the text makes sense.   **Reading- reading and responding** | * Warm up- focus on selecting, generating and effectively using adverbs. * Model rearranging a set of mixed up instructions, sequence and discuss why they need to be in a certain order. * Provide a range of mixed up instructions according to reading ability for children to discuss, sequence and re-read to check if the text makes sense. | * Children to get a set of mixed up instructions to then discuss, sequence and re-read to check if the text makes sense- children to work in pairs. | * Children will be able to select, generate and effectively use adverbs. * Children will be able to discuss, sequence and re-read instructions to check for sense. |
| 1. To identify the features of instructional texts.   **Reading- reading and analysing** | * Warm up- focus on selecting, generating and effectively using adverbs. * Model ‘boxing up’ a selected set of instructions by drawing boxes around each key feature e.g. heading, what you need, numbers/bullets, diagrams, top tips. * Pull out the language features of an instructional text. Generate a word bank of key vocabulary including verbs and adverbs. * Provide a range of instructions at appropriate reading ability which have already been read. Children highlight key features as modelled earlier. * As a class, discuss and comment on the most effective instructions which are clear for the reader. | * Children to identify the features of instructional texts. | * Children will be able to select, generate and effectively use adverbs. * Children will be able to recognise the structure and language features of instructional texts. * Children will be able to identify instructions which are clear for the reader. |
| 1. To make contributions to a set of instructions.   (PART 1)  **Gathering content** | * Warm up- focus on sing the suffix ly to turn adjectives into adverbs e.g. slowly, gently, carefully. * Provide the children with some playground equipment. Ask them to work in small groups to investigate and discuss ways in which the equipment can be used to form a new playground game. * Talk through the newly invented game as a group. * Take photographs of the children playing the game at different stages. * Sequence the photographs in chronological order. | * Children to look at playground equipment and in small groups investigate and discuss ways in which the equipment can be used to form a new playground game. * Children to talk through the newly invented game as a group. * Children to practise playing the game in groups. * Children to then use the photographs to sequence the photographs in chronological order. | * Children will be able to use the suffix ly to turn adjectives into adverbs e.g. slowly, gently, carefully. * Children will be able to make contributions to a set of instructions. * Children will be able to orally rehearse instructional sentences. * Children will be able to create a text map for newly created instructions. * Children will be able to orally retell instructions using a text map including verbs and adverbs. |
| 1. To orally rehearse instructional sentences.   (PART 2)  Gathering content | * Warm up- focus on sing the suffix ly to turn adjectives into adverbs e.g. slowly, gently, carefully. * Create a text map of the newly invented game including what you need and sequenced steps. Orally retell. * Children show their newly invented game to other groups. Hold up the appropriate verbs and adverbs on cards when talking through the game at each stage e.g. hold, place, jump, move; carefully, gently, quickly, fairly. | * Children to orally retell the sequenced instructions. * Children to show their newly invented games to the other groups. * Children to identify the appropriate verbs and adverbs when talking through the game. | * Children will be able to use the suffix ly to turn adjectives into adverbs e.g. slowly, gently, carefully. * Children will be able to make contributions to a set of instructions. * Children will be able to orally rehearse instructional sentences. * Children will be able to create a text map for newly created instructions. * Children will be able to orally retell instructions using a text map including verbs and adverbs. |
| 1. To plan an instructional text.   **Writing** | * Model planning a set of instructions. | * Children to plan their own instructional text based on a new playground game for younger children. | * Children will be able to write their own set of instructions which includes:   - effective use of verbs and adverbs.  - suffix –ly to turn adjectives into adverbs.  - commas in a list.  - full stops, capital letters, exclamation marks and question marks as appropriate.  - features of instruction writing. |
| 1. To write an instructional text.   **Writing** | * Use shared writing techniques to model a section at a time of a class set of instructions. Focus on skills – the effective use of verbs, adverbs and to use the suffix –ly to turn adjectives into adverbs e.g. slowly, gently, carefully. * Children follow the modelling with their own set of instructions linked to their new playground game. * Continue this pattern over several days, using their own plan or photographs to inform writing, until the outcomes are completed. * Model orally rehearsing each sentence prior to writing and invite children to do the same. Model the accurate use of full stops, capital letters, exclamation marks and question marks, sometimes deliberately making ‘mistakes’ for children to spot and correct. * Use AFL, marking and feedback to adjust shared writing focus daily, linked to the key features of the text type and sentence skills already learnt. * Model how to proofread for grammar - verbs, adverbs; punctuation – commas in a list; spelling taught prior. * Following modelling, the children edit and improve their own writing in relation to audience and purpose and check for clarity whilst reading it back. * Provide opportunity for children to evaluate their writing with adults and peers. | * Children to write an instructional text based on a new playground game for younger children. | * Children will be able to write their own set of instructions which includes:   - effective use of verbs and adverbs.  - suffix –ly to turn adjectives into adverbs.  - commas in a list.  - full stops, capital letters, exclamation marks and question marks as appropriate.  - features of instruction writing. |
| 1. To write an instructional text.   **Writing** | * Referring to the planner, use shared writing techniques to model a section at a time to show the development of a paragraph with sub headings. Focus on skills – use of complex sentences, conjunctions and text type features. * Children follow the modelling each day from the whole class focus and/or use their own plan to inform writing. * Use AFL, marking and feedback to adjust shared writing focus daily. | * Children to write an instructional text based on a new playground game for younger children. | * Children will be able to write their own set of instructions which includes:   - effective use of verbs and adverbs.  - suffix –ly to turn adjectives into adverbs.  - commas in a list.  - full stops, capital letters, exclamation marks and question marks as appropriate.  - features of instruction writing. |