Teacher: Miss Standish Topic: The Farm shop

Text: The Sheep- Pig by Dick King-Smith Genre: Stories with familiar settings.

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| Intent | Implementation | | Impact |
| Learning Objective | Teaching | Activity | Learning Outcomes |
| 1. To create a list.   **Creating interest** | * Watch the clip <https://www.youtube.com/watch?v=yuzXPzgBDvo> * Provide short writing opportunities such as: lists of settings or animals; a timetable of a farmer’s day or ‘a day in the life of a farmer.’ * Look at a map or plan of a farm. Identify the different features and what each is used for. | * Children to watch the video clip and list the different animals and the different farm settings. | * Children will be able to recall and record information from a presentation or visit. * Children will be able to collect and record ideas in writing. |
| 1. To write a setting description.   **Reading- reading and responding**  **Over 2 days** | * Warm up- focus on selecting, generating and effectively use adjectives. * Through shared reading over several days, explore a quality text which is set on a farm. * Stop reading at key points in the text in order to make predictions using evidence and develop understanding through questioning. Use the question hand and talk partners to aid this process. * Identify, discuss and collect favourite words and phrases from the text(s) as they are encountered. * Use a variety of vocabulary strategies to explore and embed the meanings of new words e.g. semantic mapping, word rap   <https://www.youtube.com/watch?v=428l9PIED_I>   * Throughout the reading phase, use the reading domain prompts available from the Lancashire website to ask questions related to i) vocabulary and ii) retrieval of information. E.g. What does the word usually mean in this sentence?   http://www.lancsngfl.ac.uk/curriculum/english/index.php?category\_id=445&s=5b1e3d544de624ebc87b14b712  b8fe86) | * Children to listen to the story- go through over the next few English sessions. * Children to make predictions during the reading phase. * Children to discuss vocabulary- favourite words/phrases or any new words. * Children to discuss strategies to explore the meaning of new words. * Children to write a setting description. | * Children will be able to select, generate and   effectively use adjectives.   * Children will be able to read frequently encountered words quickly and accurately   without overt sounding and blending, whilst  applying their phonic skills to decode  unfamiliar words.   * Children will be able to read words containing   common suffixes.   * Children will be able to discuss and explore   new vocabulary.   * Children will be able to compose questions   orally and in writing. |
| 1. To identify statements, questions, commands and exclamations.   **Reading- reading and responding** | * Warm up- focus on selecting, generating and effectively use adjectives. * Read more of the text. * Identify sentences in different forms: statement, question, command and exclamation. Focus on one or two from this list depending on the children’s understanding. At suitable points in the text, model the formation of a statement, question, command and/or exclamation in response to what you have read before inviting the children to compose their own. | * Children to use the above to support reading the story. * Children to identify statements, questions, commands and exclamations. | * Children will be able to select, generate and   effectively use adjectives.   * Children will be able to compose questions   orally and in writing.   * Children will be able to identify statements, * questions, commands and exclamations and,   following modelling, to compose their own. |
| 1. To explore characters.   **Reading- reading and responding**  **Over 2 days?** | * Warm up- focus on selecting, generating and effectively use adjectives. * Explore characters, making inferences about their behaviour, thoughts and feelings at suitable points in the story. Use techniques such as the magic mirror (children draw an imaginary mirror to ‘step through into the story’), magic microphone (children interview characters in role), role-play, improvisation, thought tunnel (a character from the story walks slowly between two rows of children; as the character passes each child, they call out what they guess the character is thinking) and freeze frames. Hold a ‘chat show’ to interview the characters. Encourage children to support their opinions with reasons and highlight the importance of considering different points of view. * Follow drama strategies with the use of reading response prompts for inference. (http://www.lancsngfl.ac.uk/curriculum/english/index.php?category\_id=445&s=5b1e3d544de624ebc87b14b712   b8fe86) Link to short writing opportunities, e.g. If using Mossop’s Last Chance from Mudpuddle Farm by Michael Morpurgo: write a role-on-the-wall for the old cat Mossop; create a ‘wanted – new farm cat’ advertisement written in role as Farmer Rafferty; generate questions to ask Farmer Rafferty or Mossop as the chat show guests; write a diary entry written by Mossop the day before and the day after Farmer Rafferty makes his decision; compose a persuasive letter to convince Farmer Rafferty to let Mossop stay etc. | * Children to explore characters through drama/role play. | * Children will be able to select, generate and   effectively use adjectives.   * Children will be able to use knowledge of * characters to infer and respond in role. * Children will be able to develop and   demonstrate their understanding of  characters and events through role-play and  drama.   * Children will be able to support opinions with   reasons and recognise different points of  view.   * Children will be able to expand vocabulary   relating to the context of the story. |
| 1. To retell a story   **Reading- reading and responding** | * Warm up- focus on selecting, generating and effectively use adjectives. * Read further stories with a farm setting either in English lessons or at other opportunities during the school day. Show video clips of farm settings and stories, e.g. Farmer Dan and his Big Brother Stan   https://www.youtube.com/watch?v=-LbDg3dRqNk   * Retell a story, chapter or event from a story, using story maps and/or action boxes to aid the process. Apply similar   techniques to above, adding and extending working wall notes and lists where appropriate. | * Children to retell a story or a section of a story listened to throughout the reading phase. | * Children will be able to select, generate and   effectively use adjectives.   * Children will be able to retell a story or   section of a story. |
| 1. To write a character description.   **Reading- reading and analysing** | * Warm up- focus on selecting, generating and effectively use adjectives. * Draw particular attention to the identification and use of adjectives within the text(s) and how they are used to describe the setting and animals. Relate this work to the adjectives covered in the grammar warm-up and link to short writing opportunities, scaffolding initially using a zone of relevance. Follow this with the writing of a short character or farm animal description. Ensure this is modelled first and draws on prior learning. | * Children to understand the use of adjectives. * Children to write a character or a farm animal description using adjectives. | * Children will be able to select, generate and   effectively use adjectives.   * Children will be able to identify and discuss   new and/or exciting vocabulary.   * Children will know and understand the   features of a narrative text with a familiar  setting.   * Children will be able to recognise and use   adjectives effectively to create character and  animal descriptions. |
| 1. To split up a story into different sections.   **Reading- reading and analysing** | * Warm up- focus on selecting, generating and effectively use adjectives. * Collect and display lists of animals, character names and settings from the original story or stories; these may be used in their own stories later. * Identify the story structure for each story read, e.g. story opening, problem, resolution and ending. * Create a simplified story map of one quality text, or plot the events on a story mountain. Alternatively, chunk the plot into a series of event as in the example (see Lancashire). This could be used to support the gathering content phase. | * Children to recall lists of animals used in stories listened too. * Children to split a story up into the introduction problem, resolution and ending. * Children to turn the story into a story map. | * Children will be able to select, generate and effectively use adjectives. * Children will be able to split a story up into   the introduction, problem, resolution and ending.   * Children will be able to create a story map,   story mountain or work with the teacher to  chunk the plot of a well-known story. |
| 1. To plan a story.   **Gathering content**  **Over 2 days** | * Warm up—focus on adding suffixes –ful or –less to create   adjectives e.g. playful, careful, careless, hopeless.   * Children to create their own farm map or plan. Magpie various place and animal names from the story or stories read. Label the different parts of their farm and attach adjectives to describe each of the characters and/or farm animals. * Referring to the plot pattern above, consider possible problems with different animals and how they might be resolved E.g. - The cockerel has a sore throat and doesn’t wake the Farmer in the morning or a new animal arrives on the farm and causes chaos! What could it be? | * Children to create their own story plan. * Children to use adjectives in their plan. * Children to think of an introduction, problem, resolution and ending. | * Children will be able to use suffixes to create   adjectives.   * Children will be able to select and use key   words and phrases in their own writing.   * Children will be able to identify the problems   presented in a range of stories and discuss  possible solutions.   * Children will be able to explore and discuss a   range of potential problems and consider how each could be solved.   * Children will be able to create their own story   map, mountain or chunked plot with an opening, problem, ending and resolution. |
| 1. To write a story.   **Writing** | * Following the story mountain, map or above plot table created during the gathering content phase, use shared writing techniques to model a section at a time. Focus on skills - the effective use of adjectives and adding suffixes to create adjectives, e.g. playful, careful, careless, hopeless. * During shared writing, also draw on previously taught skills and continue to model orally rehearsing each sentence prior to writing. * Children follow the modelling each day from the whole class focus and use their own story mountain or map to inform writing. * Use AFL, marking and feedback to adjust shared writing focus daily. * Model proofreading to check for correct form of verbs within sentences, e.g. correcting he walking to the shop to he walked to the shop, using a farm animal puppet to assist and ‘make the mistakes’. * Following this modelling, allow children the opportunity to evaluate their writing with adults and with peers. Guided * writing would be the ideal time for this to take place. | * Children to write the first section of their story using the story map. | * Children will be able to write their own story which includes:   - effective use of adjectives (including those with suffixes).  - past tense  - a clear opening, problem, resolution and  ending.   * Children will be able to apply proofreading   techniques to check their work. |
| 1. To write a story.   **Writing** | * Model writing the next part of the story using the story map. | * Children to write the next section of their story using their story map. | * Children will be able to write their own story which includes:   - effective use of adjectives (including those with suffixes).  - past tense  - a clear opening, problem, resolution and  ending.   * Children will be able to apply proofreading   techniques to check their work. |
| 1. To write a story   **Writing** | * Model writing the next part of the story using the story map. | Children to write the next section of their story using their story map. | * Children will be able to write their own story which includes:   - effective use of adjectives (including those with suffixes).  - past tense  - a clear opening, problem, resolution and  ending.   * Children will be able to apply proofreading   techniques to check their work. |
| 1. To write a story.   **Writing** | * Model writing the next part of the story using the story map. | * Children to write the next section of their story using their story map. | * Children will be able to write their own story which includes:   - effective use of adjectives (including those with suffixes).  - past tense  - a clear opening, problem, resolution and  ending.   * Children will be able to apply proofreading   techniques to check their work. |

Teacher: Miss Standish Topic: The Farm Shop

Text: Variety of persuasive texts. Genre: Persuasion

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| Intent | Implementation | | Impact |
| Learning Objective | Teaching | Activity | Learning Outcomes |
| 1. To know what a persuasive text is.   **Creating interest** | * Create a scenario whereby the farmer or farm shop owner sends a letter, delivered by the headteacher, asking the children to design and produce a poster or leaflet persuading other children and their families or schools to visit. This could then determine the audience and purpose for the writing outcome at the end of the unit. | * Children to discuss what the letter could be about. | * Children will be able to contribute to a discussion and listen to the   contributions of others.   * Children will be aware of the outcome they are working towards; their audience and purpose. |
| 1. To know and understand the purpose of a persuasive text.   **Reading- reading and responding** | * Warm up- focus on the use of present tense for persuasive adverts. Also explore the progressive form of verbs in the present tense (e.g. she is drumming) to mark actions in progress. * Introduce children to ‘persuasion’ and the purpose of persuasive texts. Set up a scenario where another member of staff visits the classroom and says that they haven’t been to the farm or farm shop that is close by Ask the children to try and convince the staff member to visit. What sorts of things might they tell them? Continue the role-play / improvisations in pairs (perhaps using other attractions). In each case, one child should try to convince their partner why the chosen attraction is worth a visit. At the end of the activity, explain to the children that by trying to convince or encourage, they have been trying to persuade and this is what persuasive texts do. * Through shared reading, explore a range of persuasive materials related to different (local) days out which the children may have visited. Adapt or simplify these texts where appropriate. | * Children to discuss what persuasion is and the use of persuasive text. * Children to work in pairs and role play convincing each other to visit different attractions. | * Children will be able to identify and use present tense. * Children will be able to explore the progressive form of verbs in the present tense. * Children will know and understand the purpose of a persuasive text. * Children will be able to identify the audience and purpose of different   texts.   * Children will be able to apply phonic skills to decode unfamiliar words when   reading.   * Children will be able to read words containing common suffixes. * Children will be able to identify, discuss and collect new words, make links to known vocabulary, and use it   in different contexts.   * Children will begin to explore tone and intonation and describe the effect this can have on an audience. |
| 1. To compare texts.   **Reading- reading and responding** | * Warm up- focus on the use of present tense for persuasive adverts. Also explore the   progressive form of verbs in the present tense (e.g. she is drumming) to mark actions in progress.   * Read words containing common suffixes e.g. -ing, -ed, -er, -est, -y in preparation for the grammar warm-up in the gathering content phase. Discuss meanings in relation to the root word and within the context of the sentence. * Identify, discuss and collect effective words and phrases from the text(s) as they are encountered. Discuss the meanings of these words. Link new meanings to known vocabulary and ask the children to suggest why specific words have been used. * - Model reading aloud with tone and intonation and invite children to imitate with a microphone (children repeating the sentences, mimicking the teacher’s use of tone and intonation). Discuss the effect that intonation and expression has on audience and purpose. Encourage focused listening by following short-bursts of reading, with ‘Stop! Tell your partner a fact you now know about the farm/farm shop/animals/crops/location’ etc. * Ensure that the shared reading includes electronic texts such as websites. In each case, identify the audience and purpose with the aid of the question hand, considering questions such as:   - What is being advertised?  - Who is it trying to persuade?   * Extend to consider how effective the text is, e.g. Does this text persuade you to want to go? Encourage children to make comparisons between the different texts. If you had a free day and could chose to visit any, which would you now choose and why? Link to a short writing opportunity. Encourage children to explain their reasons for choices and to consider the viewpoint of others. | * Children to practise reading aloud with tone and intonation. * Children to understand the different persuasive texts by answering a variety of questions. * Children to compare different persuasive texts. | * Children will be able to identify and use present tense. * Children will be able to explore the progressive form of verbs in the present tense. * Children will begin to explore tone and intonation and describe the effect this can have on an audience. * Children will be able to make and justify choices, consider other points of view and record in writing. |
| 1. To recognise past and present tense verbs.   Reading- reading and responding | * Warm up- focus on the use of present tense for persuasive adverts. Also explore the * progressive form of verbs in the present tense (e.g. she is drumming) to mark actions in progress. * Look at pictures and photographs within the range of leaflets. Linking to the grammar warm-up focus on the use of present progressive verbs, identify what the animals and people are doing in each picture. e.g. The farmer is mucking out the stables; the sheepdog is rounding the sheep; the calf is grazing; the child is eating an ice-cream; the mummy is unpacking the picnic etc. * Model orally and in writing. Link to a short writing opportunity, ‘What is happening in the picture?’ (NOTE; children in Y2 are not expected to know the term present progressive or indeed past progressive. They are however, expected to recognise examples of both forms as past or present tense verbs). * Focus in non-fiction on vocabulary, information retrieval and sequencing. e.g. Find a word which tells you that the crops are ready to be gathered. What do the pigs eat? What job does the farmer do first/last? Model responses orally and in writing. Link to short writing opportunities, i.e. the structuring of written responses. | * Children to recognise past and present tense verbs by describing what is happening in different pictures. | * Children will be able to identify and use present tense. * Children will be able to explore the progressive form of verbs in the present tense. * Children will be able to apply the present progressive tense to write picture annotations or descriptions. * Children will be able to answer questions relating to vocabulary, information retrieval and sequencing. |
| 1. To discuss the features of a persuasive text.   **Reading- reading and analysing**  **2 days?** | * Warm up- focus on the use of present tense for persuasive adverts. Also explore the progressive form of verbs in the present tense (e.g. she is drumming) to mark actions in progress. * Re-read selected texts and identify how each text is organised, e.g. sub-headings, bullet points, text boxes, photographs, maps. Begin to create a toolkit of skills and genre features. Add to this over several days. This will be used to support the writing phase. * Draw particular attention to persuasive devices such as:   - attracting and engaging the reader with rhyme, word-play, puns, humour, such as; ‘A great day out for ewe and the kids!’ ‘Fawntastic value!’ ‘MOO-vellous fun!’ - Farmer Parr’s Animal World website <http://www.farmerparrs.com/> - use of adjectives to describe and/or exaggerate; ‘As well as these beautiful and unusual animals to see, the farm has three  marvellous children’s play areas’ - Windmill Animal Farm website http://www.windmillanimalfarm.co.uk/aboutus.html  - appealing to all ages, ‘...fun for all ages…’; and in all weathers, ’…families can have a wonderful day out with us (whatever the Lancashire weather brings!)’ - Greenlands Farm Village website (https://www.greenlandsfarmvillage.co.uk/   * Provide children with a range of differentiated persuasive material for them to read independently or in pairs, including suitable website and electronic texts. Set up a reading and writing carousel where the children move around the room, reading different persuasive materials and annotating/ making notes on the features used. Ensure to model first. Ask the children to feed back their findings and collate these for use during the writing phase. * Box-up’ an enlarged version of a different poster or leaflet featuring a day out or attraction by drawing rectangles around sections of text and identifying the ’job’ of each section, e.g. introduction, opening hours, location. This poster or leaflet will provide the model for innovation to support the writing phase. | * Children to discuss how each text is organised. * Children to know the difference between puns, humour, rhyme and play on words. * Children to carousel around in different groups and read the texts annotating the different features found. | * Children will be able to identify and use present tense. * Children will be able to explore the progressive form of verbs in the present tense. * Children will be able to identify features of a persuasive text and how it is organised. * Children will be able to explore different persuasive devices (e.g. wordplay and puns) and comment on the effect that these have on the reader. * Children will be able to read some persuasive texts independently and identify some of the features used. |
| 1. To create lists separating each item with a comma and adding an adjective.   **Gathering content** | * Warm up- focus on work on adjectives and suffixes, focus on using the suffixes -er and -est to create adjectives e.g. faster, fastest, smaller, smallest. * Focus on a day out to an imaginary place of interest or the children’s own farm/farm shop creation. Model the decision-making process regarding information which needs to be gathered to write the persuasive leaflet or poster. * Following the modelling, the children decide on the specific content that needs to be gathered for their own persuasive poster or leaflet on the farm or farm shop. * Gather content through a range of strategies, such as:   - raise the question 'What activities might be available to visitors on your farm?' Watch clips from Bee Bright – Out and About on the Farm on YouTube https://www.youtube.com/user/buzzfizz1/videos to gather suitable information.  - use drama strategies, e.g. hot-seating the imaginary farmer or farm shop owner. - support the gathering of information with independent reading, e.g. First Facts Farm by Dorling Kindersley.   * Make lists of the various animals, attractions and foods on offer, separating each item with a comma. Extend the list by attaching suitable adjectives to each. Ensure this is modelled first. * Model organising ideas into the designed poster or leaflet planning layout referring back to the toolkit compiled. * Invite children to do the same for their farm or farm shop poster or leaflet either individually or in pairs. * Children will be able to create lists, separating each item with a comma and using adjectives where appropriate. | * Children to create lists, separating each item with a comma and using adjectives. | * Children will be able to generate and use adjectives with the suffixes -er and -est * Children will be able to use the boxed-up planning frame from the reading and analysing phase to plan their own poster or leaflet. * Children will be able to gather suitable content for their persuasive text from different sources. * Children will be able to create lists, separating each item with a comma and using adjectives where appropriate. |
| 1. To plan a persuasive text.   **Writing** | * Model planning a persuasive leaflet / poster. | * Children to plan a persuasive leaflet or poster about a farm or farm shop. | * Children will be able to plan their own persuasive poster or leaflet. |
| 1. To write a persuasive text.   **Writing** | * Following the innovated boxed up plan created during the gathering content phase, use shared writing techniques to model writing a section at a time of the poster or leaflet. Focus on skills - the use of present tense and using the suffixes -er and -est to create adjectives, e.g. faster, fastest, smaller, smallest. * During shared writing, also draw on previously taught skills and continue to model orally rehearsing each sentence prior to writing. * Children follow the modelling each day from the whole class focus and use their own plan to inform writing. * Use AfL, marking and feedback to adjust shared writing focus daily. * Model proofreading to check for errors in spelling, grammar and punctuation, using a farm animal puppet to assist or ‘make the mistakes’. Following this modelling, allow children the opportunity to evaluate their writing with adults and with peers. Guided writing would be the ideal time for this to take place. | * Children to write their persuasive text. | * Children will be able to write their own persuasive poster or leaflet about a farm or farm shop, which includes:   - appropriate use of the present tense.  - use of the suffixes -er and -est to create adjectives.  - features of persuasive writing. |
| 1. To write a persuasive text.   **Writing** | * Following the innovated boxed up plan created during the gathering content phase, use shared writing techniques to model writing a section at a time of the poster or leaflet. Focus on skills - the use of present tense and using the suffixes -er and -est to create adjectives, e.g. faster, fastest, smaller, smallest. * During shared writing, also draw on previously taught skills and continue to model orally rehearsing each sentence prior to writing. * Children follow the modelling each day from the whole class focus and use their own plan to inform writing. * Use AfL, marking and feedback to adjust shared writing focus daily. * Model proofreading to check for errors in spelling, grammar and punctuation, using a farm animal puppet to assist or ‘make the mistakes’. Following this modelling, allow children the opportunity to evaluate their writing with adults and with peers. Guided writing would be the ideal time for this to take place. | * Children to write their persuasive text. | * Children will be able to write their own persuasive poster or leaflet about a farm or farm shop, which includes:   - appropriate use of the present tense.  - use of the suffixes -er and -est to create adjectives.  - features of persuasive writing. |
| 1. To write a persuasive text.   **Writing** | * Following the innovated boxed up plan created during the gathering content phase, use shared writing techniques to model writing a section at a time of the poster or leaflet. Focus on skills - the use of present tense and using the suffixes -er and -est to create adjectives, e.g. faster, fastest, smaller, smallest. * During shared writing, also draw on previously taught skills and continue to model orally rehearsing each sentence prior to writing. * Children follow the modelling each day from the whole class focus and use their own plan to inform writing. * Use AfL, marking and feedback to adjust shared writing focus daily. * Model proofreading to check for errors in spelling, grammar and punctuation, using a farm animal puppet to assist or ‘make the mistakes’. Following this modelling, allow children the opportunity to evaluate their writing with adults and with peers. Guided writing would be the ideal time for this to take place. | * Children to write their persuasive text. | * Children will be able to write their own persuasive poster or leaflet about a farm or farm shop, which includes:   - appropriate use of the present tense.  - use of the suffixes -er and -est to create adjectives.  - features of persuasive writing. |

Teacher: Miss Standish Topic: The Farm Shop

Text: Genre: Poetry- Riddles

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| Intent | Implementation | | Impact |
| Learning Objective | Teaching | Activity | Learning Outcomes |
| 1. To identify clues.   **Creating interest** | * Hold a riddle morning or riddle day. To set the scene and capture the children’s interest, talk to them at various opportunities throughout the first day in riddles. Do this by gradually revealing clues about a pupil in the class, a teacher whom you are going to see, an object you need someone to bring for you, the next subject or lesson of the day, etc. | * Children to identify clues in riddles. | * Children will be able to identify clues and use deduction. |
| 1. To read riddles independently.   **Reading- reading and responding** | * Warm up- build on existing knowledge of nouns to identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification). * Through shared reading, explore a number of riddles with different structures. * When meeting a new word, model the blending of sounds, highlighting alternative sounds for graphemes where * appropriate. Invite children to join in. Identify common exception words, focusing particularly on the ‘tricky’ part. * Use ICT to generate and maintain interest, e.g. use of the ‘screen-shade’ or ‘blind’ on the interactive white board to gradually reveal one clue at a time. * Build in talk partner time between each clue revelation, and encourage children to make predictions based on what has been read so far. * Discuss new words within the context of the text, linking new meanings to known vocabulary. To help embed meaning, model using new vocabulary within a different sentence or ‘clue’ and invite children to do the same. Ensure some of the riddles selected are at a level beyond that which the children can read independently. * Balance this with further riddle examples for children to read independently at their own level. * Organise the children into ability pairs or small groups, providing each pair or group with an envelope of riddles   appropriate to their reading level. How many riddles can each pair or group solve in a given time?   * As the children become more familiar with the text type and the skills involved, create and play riddle games. | * Children to read riddles and guess the riddle using clues. * Children to play riddle games. | * Children will be able to identify and use nouns and noun phrases. * Children will be able to apply their phonic skills to blend sounds when meeting new words * Children will be able to apply strategies to decode tricky parts in words. * Children will be able to make predictions based on what has been read so far. * Children will be able to explain meanings of new vocabulary. * Children will be able to read some riddles independently. |
| 1. To identify the features of riddles.   **Reading- reading and analysing** | * Warm up- build on existing knowledge of nouns to identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification). * Over several days, create a toolkit of features. Display on the working wall and continue to add and refer to throughout the unit. * Model reading another riddle and apply the toolkit for this riddle. Which features can be seen? Colour code different aspects by highlighting or underlining, e.g. green – clues about appearance, pink – clues about its function, blue – clues about where it is found, etc. Model highlighting and annotating the features. | * Children to read riddles. * Children to identify the features of riddles. | * Children will be able to identify and use nouns and noun phrases. * Children will be able to identify features of riddles. * Children will be able to identify, discuss and collect descriptive and technical vocabulary. |
| 1. To describe an object.   **Reading- reading and analysing** | * Warm up- build on existing knowledge of nouns to identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification). * Provide children with differentiated riddle examples for them to highlight and annotate, referring to the checklist compiled earlier. * Identify, collect and explore the use of a range of sentence starters, e.g. ‘I can be used to …’, ‘Sometimes I am …’, ‘You can…’ Revisit work on joining words, supporting and prompting the formation of sentences, e.g. ‘When I am hot …’, ‘If I ...’ ‘Before I can ….’, ‘Because of my …’ Ensure the children have plenty of oral practice in constructing sentences using a particular joining word so that the sentence pattern becomes embedded and they are using the joining word correctly for meaning. Display examples on the working wall for use in the writing phase. * Play barrier games in pairs, where only one partner can see an object or picture displayed on the board and must   describe it to their partner who is facing away. Encourage children to orally use features from the checklist compiled earlier. This should be modelled first. Which clues made it very obvious? If they wanted to keep their partner guessing, which clue might they save until last?   * Adapt or create a children’s version of the board game ‘Taboo’, where players must describe a noun to a partner with the intention of them guessing the noun, but without using a list of related word, e.g. describe the word ‘school’ but without using the words ‘teacher’, ‘pupil’ or ‘class’. | * Children to find the features of riddles. * Children to join sentences using joining words. * Children to play barrier games and describe an object without revealing the subject. | * Children will be able to identify and use nouns and noun phrases. * Children will be able to identify features of riddles. * Children will be able to identify, discuss and collect descriptive and technical vocabulary. * Children will be able to orally experiment with vocabulary in different contexts. * Children will be able to orally construct sentences with a range of sentence starters. * Children will be able to give an oral description without revealing the subject. |
| 1. To produce a fact file about fruits or vegetables.   **Gathering content** | * Warm up- focus on subordination for time using when, before and after and reason using because and if * Present children with an item of fruit or a vegetable on sale at the farm shop, which is to be the focus of their class riddle. Collectively compile a fact file of information about this fruit or vegetable e.g. Its colour; its size; its price; where it is grown; when it grows; what it is eaten with; what it tastes like etc. * Model the gathering of this information using a range of non-fiction sources, including ICT, and record in note form on a prepared fact file grid or writing frame. * Review information gathered in each of their grids or frames. Remind children of their audience and purpose by modelling the annotation of each piece of information with a number to indicate an order in which the information may be revealed to the reader, e.g. In our class riddle, which piece of information should we reveal first? Which information should be revealed last? Which piece of information would create a very hard/easy or general clue? Which pieces of information could we combine in one clue that might confuse the reader? Children then apply this same process to their own information gathered. | * Children to imitate the sequence of gathering and recording information on different fruit and vegetables. * Children to think about what order they want to reveal information to the reader in. | * Children will be able to use a range of nonfiction sources to gather the information. * Children will be able to record their research. * Children will be able to plan their writing. |
| 1. To plan a riddle.   **Writing** | * Model planning a riddle using information gathered. | * Children plan their own riddle/s. | * Children will be able to plan their own riddle/s using the information and content gathered. |
| 1. To write a riddle.   **Writing** | * Drawing on notes gathered in the writing frame, use shared writing techniques to expand and model the writing of a section at a time with the children. * Focus on skills - subordination for time and reason, and the effective use of noun phrases, e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification). * As well as sentence starters, make explicit reference to descriptive and technical vocabulary. * During shared writing, also draw on previously taught skills and continue to model orally rehearsing each sentence prior to writing. * Children follow the modelling each day from the whole class focus and use their own plan and notes to inform their own riddle writing. * Use AFL, marking and feedback to adjust shared writing focus daily. * Model proofreading of spelling, grammar and punctuation. * Following this modelling, allow children the opportunity to evaluate their writing with adults and with peers. Guided   writing would be the ideal time for this to take place. | * Children to | * Children will be able to write their own riddle based on a fruit or vegetable from the farm shop,   which includes:  - joining words as appropriate e.g. when,  before, after, because, if  - the effective use of noun phrases  - features of riddles. |
| 1. To write a riddle.   **Writing** | * Drawing on notes gathered in the writing frame, use shared writing techniques to expand and model the writing of a section at a time with the children. * Focus on skills - subordination for time and reason, and the effective use of noun phrases, e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification). * As well as sentence starters, make explicit reference to descriptive and technical vocabulary. * During shared writing, also draw on previously taught skills and continue to model orally rehearsing each sentence prior to writing. * Children follow the modelling each day from the whole class focus and use their own plan and notes to inform their own riddle writing. * Use AFL, marking and feedback to adjust shared writing focus daily. * Model proofreading of spelling, grammar and punctuation. * Following this modelling, allow children the opportunity to evaluate their writing with adults and with peers. Guided   writing would be the ideal time for this to take place. | * Children to write their own riddle/s. | * Children will be able to write their own riddle based on a fruit or vegetable from the farm shop,   which includes:  - joining words as appropriate e.g. when,  before, after, because, if  - the effective use of noun phrases  - features of riddles. |