Teacher: Mrs Abel Topic: Penguins, Possums and Pigs

Text: Looking after the egg and other non-chronological reports Genre: Non-chronological report

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| planned dates | Intent | | Implementation | | | Impact |
| Learning Objective | Teaching | | Activity | Learning Outcomes | |
| 29.10.21  am | To introduce and discuss key vocabulary, linking meanings of words to those already known.  To activate prior knowledge e.g. *what do you know about this animal?* | <https://www.youtube.com/watch?v=MfstYSUscBc>  <https://www.youtube.com/watch?v=lAJB-dKTAQM> Show a photograph, film clip or sound clip to promote interest in the theme. | | Activate prior knowledge - What do you *know* about this animal?  Children share knowledge. | Children will be able to identify the information presented via different media and develop key vocabulary. | |
| 29.10.21  am | To explain clearly their understanding of what is read to them.  To recall specific information in non-fiction texts.  To demonstrate understanding of texts by answering questions related to who, what, where, when, why and how.  To identify and use question marks. | Generate key questions together, modelling the use of question words and question marks.  Read a text and use key questions generated to structure responses. | | Use talk partners to ask and answer questions, then record questions in writing. | Children will be able to gather information from a range of sources, asking and answering  questions e.g. *film, ICT texts, books and information exchange with others*.  Children will be able to write questions. | |
| 29.10.21  pm | To locate parts of text that give particular information, e.g. *titles, contents page and labelled diagram.*  To demonstrate understanding of texts by answering questions related to who, what, where, when, why and how.  To identify and use question marks. | Focus on more key questions and demonstrate how to use a non-fiction text to locate answers e.g. *appropriate text, contents page, index.* | | Answer questions using text to find answers.  Children read differentiated non-fiction texts in groups and pairs using key questions to challenge their ability to find the appropriate information. They use their understanding of location of parts of the text, looking for titles, using the contents page, referring to labelled diagrams etc | Children will be able to locate parts of the text that give particular information e.g. *titles,*  *contents page and labelled diagram.*  Children will be able to ask and answer questions by finding information in nonfiction texts. | |
| 5.11.21 | To identify simple structure and features of a non-chronological  report. | Box-up a non-chronological report, modelling the creation of a planning and writing frame e.g. *heading, two or three*  *sections, picture, caption and fascinating facts box.* | |  | Children will be able to identify simple structure and features of a non-chronological  report. | |
| 11.11.21 | To gather simple information from a visitor and photographs.  To make suggestions about where information should be placed within a non-chronological structure. | Provide a new focus for research e.g. guinea pigs  Use a visit from my guinea pigs to provide content and information.  Model gathering the information – use prepared photographs to support each aspect.  Model organising key facts on sticky notes into the boxed-up planning frame. | | Children to write key facts on sticky notes; display these. | Children will be able to gather simple information from a visitor and photographs.  Children will be able to make suggestions about where information should be placed  within a non-chronological structure. | |
| 12.11.21  and  18.11.21 | To say, and hold in memory whilst writing, simple sentences which make sense.  To compose and sequence their own sentences to write short non-fiction texts.  To use the joining word *and* to link words and clauses.  To use punctuation to demarcate simple sentences (capital letters and full stops).  To identify and use question marks. | Refer to whole class non-chronological plan with sticky notes.  Use shared writing techniques to model a section at a time with the children. Focus on skills – joining words to link clauses and ideas (and), full stops, capital letters and question marks.  Continue this pattern as required.  Use AFL, marking and feedback to adjust shared writing focus daily.  Outcome: Non-chronological/information poster or booklet. | | Children write sentences to complete their own non-chronological report based on whole class model. | Children will be able to construct their own non-chronological poster or booklet organised in specific sections using joining word ‘and’, full stops, capital  letters and question marks. | |

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Text: Wanted: The Perfect Pet Genre: Stories by the same author

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| 8.11.21  pm story time | To make predictions based on what has been read so far. | Show an image, object, film clip or sound clip to promote interest in the text or theme by giving descriptive clues; children predict what the animal might be.  Discuss the animals depicted – which ones do they like? What is their favourite animal? Why? What stories do they know with (e.g. penguins) in? | | Ask a child to change the animal –What might the animal be now? | Children will be able to identify what they can see and hear, and make predictions about the theme or text to be read. |
| 10.11.21  during RWI | To capture their ideas in  writing. | Model write about my favourite animal. | | Children write about their favourite animal. | Children will be able to capture their ideas in  writing. |
| 11.11.21  pm story time | To read accurately by blending sounds in unfamiliar words.  To relate texts to own experiences.  To identify and discuss the main events in stories.  To identify and discuss the main characters in stories.  To recall specific information in fiction texts. | Through Shared Reading enjoy Chapter 1 of the text and discuss how the children feel about the story. Have they ever had an experience such as this? What happened? How did it turn out?  Start to map out the characters, places and events in the story – to be added to as the reading progresses. Share this  on the learning wall. | | Children use blending to support reading of unfamiliar words.  Children ask who, what, where, when, why, how questions. | Children will be confident in applying their blending skills to decode unfamiliar words.  Children will be able discuss and relate to own experiences.  Children will be able to identify the characters, settings and events. |
| 12.11.21  pm story time | To develop and demonstrate their understanding of characters through role play and drama, drawing on language from the text.  To identify and discuss the main events in stories.  To identify and discuss the main characters in stories.  To recall specific information in fiction texts.  To make basic inferences about what is being said and done. | Continue reading chapter 2 of the text and use drama techniques to explore characters in more detail.  Ask questions focused on the characters and their actions – e.g. *why did he do that? Was s/he being kind/clever/naughty? What could they have done that would have been kinder/ cleverer/naughtier?* | | Involve children in discussing what they would do if they were one of the characters. | Children will be able to develop and demonstrate their understanding of  characters through role play and drama, drawing on language from the text.  Children will be able to respond in role as a  character and infer character feelings.  Children will be able to identify the characters, settings and events. |
| 15.11.21  pm story time | To recall specific information in fiction texts.  To make basic inferences about what is being said and done. | Continue reading with chapter 3 of the text. Use role on the wall approach to deepen understanding and infer character feelings *e.g. compare the actions of a character and discuss/record appropriate vocabulary to share what their feelings might be*. | | Children explain their understanding of the characters and their feelings. | Children will be able to  infer character feelings. |
| 18.11.21  pm story time | To make basic inferences about what is being said and done. | Prepare character profiles using the ideas from role on the wall and/or drama activities. | | Children share their ideas for the character profiles. | Children will be able to identify the characters, settings and events. |
| 19.11.21 | To say, and hold in memory whilst writing, simple sentences which make sense.  To orally compose every sentence before writing.  To write simple sentences that can be read by themselves and others.  To separate words with spaces.  To re-read every sentence to check it makes sense.  To use punctuation to demarcate simple sentences (capital letters and full stops).  To use conjunctions. | Model write character profiles using the ideas from role on the wall and/or drama activities. | | Children write a character profile. | Children will be able to write simple sentences with full stops and capital letters.  Children will be able to use conjunctions. |
| 25.11.21 | To use patterns and repetition to support oral retelling.  To orally retell familiar stories in a range of contexts e.g*. small world, role play, storytelling.* | Teach children the story via oral storytelling, teaching one event at a time.  Modify the text, as necessary, so it is suitable for learning. Include words and phrases which signal new events.  Use story maps, and key vocabulary to support oral re-telling e.g*. In the beginning, after that, a bit later.* | | Children to begin to learn the story orally. | Children will be able to re-tell a story orally.  Children will be able to re-tell a story to an audience. |
| 26.11.21 | To use patterns and repetition to support oral retelling.  To orally retell familiar stories. | Teach the children the whole story, gradually moving from whole group retelling led by the teacher, through whole  group retelling supported by the teacher, then whole group retelling (independent – teacher listening and perhaps  prompting occasionally), to small group retelling.  Create a simple whole class checklist of features, e.g. *two characters, setting, events, formulaic phrases.* | | Children retell the story in small groups and then pairs (use digital recording e.g. iPads so that children can replay their own  retelling). | Children will be able to re-tell a story orally.  Children will be able to re-tell a story to an  audience.  Children will be able to understand/know the  features of a simple narrative text. |
| 2.12.21 | To write simple sentences  with capital letters and full stops.  To create their own story  maps/plans with events in order.  To orally re-tell their innovated story. | Use a whole class story map and innovate the characters.  Provide suggestions for different characters for children to select from, using ideas from the Reading Phase of the  teaching sequence, or use their own. Some children may innovate the setting and ending also. | | Prepare new story maps in groups or individually with new characters/setting/ending.  Orally rehearse new stories, using story maps, several times to embed the pattern of narrative. | Children will be able to write simple sentences with capital letters and full stops.  Children will be able to create own story maps/plans with events in order.  Children will be able to orally re-tell their innovated story. |
| 3.12.21  and  9.12.21 | To construct their own  short narrative based on a story map.  To write using:  - simple sentences  - formulaic phrases  - events in order  - full stops  - capital letters  - conjunctions | Use the innovated story map to inform the shared writing of a class story.  Use shared writing techniques to model a section at a time with the children. Focus on skills – formulaic phrases, events in order, full stops and capital letters.  Continue this pattern over several days until the outcomes are completed.  Use AFL, marking and feedback to adjust shared writing focus daily. | | Children complete their own section of writing, referring to their own story maps.  Outcome: Narrative based on model text with innovation of character/s. | Children will be able to construct their own short narrative based on a story map.  Children will be able to write using: - simple sentences  - formulaic phrases  - events in order  - full stops  - capital letters  - conjunctions |

Teacher: Mrs Abel Topic: Penguins, Possums and Pigs

Text: The animals went in two by two Genre: Poems on a theme

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|  | Intent | Implementation | | Impact |
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| 10.12.21 | To listen to and discuss a range of poems at a level beyond at which they can read independently.  To recognise and join in with language patterns and repetition. | Recite a poem to the children and ask them to listen and decide what the poem is about. Repeat saying the poem and  use images and text mapping to involve the children in joining in with the poem. | Children join in with the poem. | Children will be able to understand what a poem is about and join in with saying a poem. |
| 10.12.21 | To give opinions and support with reasons e.g. *I like the Penguin because she…*  To make singular nouns plural using ‘s’ | Model reading a different poem with the children.  Ask the children to state preferences e.g. did they like the poem or not? What did they like about it? Provide scaffolds  via small cards to assist in stating preferences e.g. *rhymes, makes me laugh, makes me sad, I like these words...*  Provide a selection of poetry books within reading area for children to access independently. | Record in writing as a poetry review – marks out of ten etc. | Children will be able to add ‘s’ to pluralise nouns.  Children will be able to state preferences.  Children will be able to read poetry using decoding skills. |
| 16.12.21 | To identify vocabulary used within a poem. | Shared read a further poem *e.g. by a poet on screen, film clip.*  Discuss vocabulary used. | Children join in with repetitive elements e.g*. The Animals Went in Two by Two and w*hen they hear their word, stand up  and join in with the poem – repeat this approach again.  Children learn model poem by heart and recite together. | Children will be able to identify vocabulary used within a poem. |
| 16.12.21 | To change singular to  plural with nouns – adding 's' or ‘es’. | Provide a poetry frame based on the model. Selected words should be omitted to provide opportunities for innovation.  e.g. *The \_\_\_\_\_\_\_\_ went in two by two.*  Select an image of an animal from a box – children repeat back the plural e.g. *zebra- zebras, tiger – tigers,*  *kangaroo – kangaroos, rabbit – rabbits, lion – lions, bird – birds, fox - foxes*  Model writing the word – singular and plural adding ‘s’ or ‘es’. | Children write plurals on cards/sticky notes. | Children will be able to change singular to plural with nouns – adding 's' or ‘es’. |
| 17.12.21 | To orally plan and rehearse ideas.  To write in different forms with simple text type features - *poems with simple structures.* | Refer to whole class poetry frame and say the first line/s with the blanks e.g. *The \_\_\_\_\_\_\_\_\_ went in two by two, hurrah,*  *hurrah.*  Use shared writing techniques to model a line with the children. Focus on skills – segmenting for spelling, phonics application, blending for reading, and writing plurals with ‘s’ or ‘es’. | Use talk partners to decide which animal went in first.  Children create their own poems based on model. Children may need poetry frame scaffolds and word banks to support  independent writing. | Orally plan and rehearse ideas.  Children will be able to create their own poem based on a model, selecting key  vocabulary and using plurals with 's' or ‘es’. |