Teacher: Mrs Abel Topic: The Place Where I Live

Text: Katie Morag Delivers the Mail Genre: Stories with a familiar setting

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| Intent | Implementation | | Impact |
| Learning Objective | Teaching | Activity | Learning Outcomes |
| To make predictions. | Creating interestUse a box of surprises. Pull out items linked to the text and encourage the children to think about who they belong to.  Play a sound clip or show an image which links to the place where the story is set. | Children make predictions about who the text will be about and where it is set. | Children will be able to identify what they can see and hear, and make predictions about the text to be read. |
| To say, write and punctuate simple and compound sentences using the joining words *and, but.* | Grammar:Warm ups throughout the reading phase – say, write and punctuate sentences using the joining words *and, but.* | Children say, write and punctuate sentences using joining words *and, but.* | Children will be able to say, write and punctuate sentences using joining words *and, but.* |
| To re-read books to build up fluency and confidence in word reading.  Identify, discuss and collect favourite words and phrases.  To demonstrate understanding of fiction texts by asking and answering who, what, where, when, why, how questions.  To make predictions based on what has been read so far.  To use sentences with different forms: statements and questions.  To secure the use of full stops, capital letters, exclamation marks and question marks. | During shared reading, model and involve children in practising word building and blending. Re read to practise speedy word reading.  Together identify new, unfamiliar or exciting words/phrases from the text and check meanings using dictionaries. Create a word bank of words that the children might use later in the writing phase.  Read the text, stopping at certain points for the children to make predictions orally.  Use mini question hands to generate orally *who, what, where, when* and *how* questions.  Model how to write a good question.  Stop at suitable points to identify questions and statements. Model and write questions and statements in response to various events throughout our reading of the text. Reinforce the use of appropriate  punctuation (full stops, capital letters, question marks, exclamation marks) in each case with teacher modelling. | Children to make predictions orally while we read the story.  Use talk partners to answer.  Children write their own questions.  Invite children to write their own questions and statements in response to various events throughout their reading of the text. | Children will be able to use sentences with different forms: statements and questions.  Children will be able to secure the use of full stops, capital letters, exclamation marks and question marks.  Children will be able to apply appropriate phonic knowledge and skills to decode sections/words within the shared text.  Children will be able to make predictions. |
| To develop and demonstrate their understanding of characters and events through role-play and drama, drawing on language from the text.  To make inferences about characters and events using evidence from the text e.g. what is a character thinking, saying and feeling? | Use drama techniques to explore characters in more detail. e.g. *hot seating, magic mirror, magic microphone*. Link to a  short writing opportunity e.g. postcard from the main character to another.  Develop character circles (write around each character all they have learnt about them so far) and add to them as they learn more about them (Grannie and Katie) | Children write a postcard from one of the main characters in the story. | Children will be able to identify characters, settings and plots.  Children will be able to infer character thoughts and feelings.  Children will be able to draw on their own knowledge of the story and use inference to respond in role as a character.  Children will be able to secure the use of full stops, capital letters, exclamation marks and question marks. |
| To sequence and discuss the main events in stories. | Sequence parts of the story using a storyboard with images from the text. Write under each image what is happening.  Use drama techniques to explore what characters might be thinking, saying and feeling; record in bubbles.  Provide role-play opportunities and props to support development of character and embedding of plot structure. | Children role play the story and write sentences under pictures to say what is happening.  (Children complete these activities during continuous provision time or when they are not working with an adult in our RWI lessons) | Children will be able to sequence the story. |
| To sequence and discuss the main events in stories.  To plan and discuss what to write about e.g. *story mapping, collecting new vocabulary, key words and ideas.* | Teach children the story via oral storytelling. Modify the text, if necessary, so it is suitable for learning.  Use story maps, images, props and key vocabulary to support re-telling orally e.g*. in the beginning, after that, a bit later.*  Create a checklist of features e.g. *two characters, setting, events, time words (as above)* | Children rehearse retelling the story orally. | Children will be able to re-tell 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 a simple narrative text. |
| To plan and discuss what to write about e.g. *story mapping, collecting new vocabulary, key words and ideas.*  To orally rehearse each sentence prior to writing. | Using the whole class story map, innovate by changing the character and the ending (Year 2 only)  Provide children with possibilities to discuss as to how they might innovate on the original.  setting/ending/characters.  Provide role play opportunities where appropriate to support this. | Year 2 children create *their own* innovated story map. Year 1 use class model.  Orally rehearse new stories several times to embed the pattern of narrative. | Children will be able to create their own story maps/plans with events in order.  Children will be able to orally re-tell their story. |
| To develop a positive attitude to writing.  To use specific text type features to write for a range of audiences and purposes e.g. letters and narrative.  To evaluate their writing with adults and peers.  To proofread to check for errors in punctuation. | Using the innovated story map, use shared writing techniques to model a section at a time with the children. Focus on skills –simple and compound sentences using the joining words *and, but* and the effective use of nouns.  Ensure to model the process of orally rehearsing each sentence first prior to writing. Draw attention to 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.  Create opportunity for the children’s writing to be evaluated with adults and peers.  Model proofreading to check for punctuation and invite children to do the same. | Children follow the modelling each day from the whole class focus and/or use their own plan/story map to inform writing.  Create opportunity for the children’s writing to be evaluated with adults and peers. | Children will be able to construct their own short narrative, based on a model, which include:  - sentences using the joining words *and, but*  - question marks  - exclamation marks (all above Year 2)  - some full stops and capital letters (Year 1) |

Teacher: Mrs Abel Topic: The Place Where I Live

Text: various texts Genre: non-chronological report

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| To read accurately by blending sounds in words, especially recognising alternative sounds for graphemes. To read some common exception words, noting tricky parts. To generate questions in response to the text. | Shared reading of a range of quality non-chronological texts. Stop, build and blend words with alternative sounds for graphemes linked to phonic phase, whilst reading the text. Model the reading of some common exception words, noting tricky parts.  Model reading text in any order. Discuss the various texts as you read and encourage children to express their views. *What’s this report about? Is it an*  *interesting report? Why? What have you found out from this report that you didn’t know before?* | | Children will be able to read accurately by blending sounds in words, especially  recognising alternative sounds for graphemes. Children will be able to read some common exception words, noting tricky parts. Children will be able to generate questions in response to the text. |
| To identify the features of a non-fiction text. | Recap the different features of a non-fiction text are, e.g., heading, sub-heading, captions, labels, layout including things like interesting facts, how questions can be used. Model write captions. Remind children to use capital letters, full stops and conjunctions. | Children write captions for pictures that they might decide to use in their own report. | Children can use full stops and capital letters. Children can use and, because, so, but in their sentences. |
| To identify a simple structure and features of a non-chronological report. | Box-up a non-chronological report, modelling the creation of a planning frame e.g. *heading, two or three sections, picture, caption* and *fascinating facts box.* | Create a simple whole class checklist of features to include in our non-chronological report e.g. headings, questions, information, facts, captions, pictures. | Children will be able to identify a simple  structure and features of a non-chronological report. |
| To make simple notes from non-fiction texts, e.g. noting key words. | Model how to make simple notes by jotting key words and invite | Children to make simple notes in response to their chosen content. | Children will be able to make simple notes from non-fiction texts, e.g. highlighting and noting key words. |
| To gather information from a variety of sources. To generate an exclamation sentence in response to their chosen content.  To identify where information should be placed within a non-chronological structure. | Model gathering the information – use prepared photographs and images to support each aspect. Link these  photographs and images to the grammar focus by asking children to identify and label the nouns. Using the sticky notes, model moving and organising the key facts onto the planning frame created earlier in the reading phase. | Children to write key facts found out on sticky notes including an exclamation sentence in the form of an amazing fact; display these.  Children follow the modelling to move and organise their own facts onto their own planning frame. | Children will be able to gather information from a variety of sources.  Children will be able to generate an  exclamation sentence in response to their chosen content.  Children will be able to identify where  information should be placed within a non-chronological structure. |
| To construct their own non-chronological report which includes:  **-** simple and compound sentences using the joining words *and, but, so*;  **-** an exclamation sentence. | Using the planning frame created, demonstrate shared writing techniques to model a section at a time with the children.  Focus on skills – say, write and punctuate simple and compound sentences using the joining words *and, but, so* and create compound words using nouns, e.g. *landmark, roadworks, footpath. courtyard.*  Take time to model expanding the children’s notes into sentences which can then be orally rehearsed prior to writing. Continue to model the accurate use of full stops, capital letters, exclamation marks and question marks, sometimes deliberately making ‘mistakes’ for children to spot and correct. Ensure to model the inclusion of an exclamation sentence within the report. Use AFL, marking and feedback to adjust shared writing focus daily. Model proofreading for grammar and punctuation and invite children to do the same. | Children follow the modelling each day from the whole class focus and use their own plan to inform writing. | Children will be able to construct their own non-chronological report which includes:  **-** simple and compound sentences using the joining words *and, but, so*;  **-** an exclamation sentence. |

Teacher: Mrs Abel Topic: The Place Where I Live

Text: various school poems Genre: Poems on a theme

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| To understand what a poem is about and join in with saying a poem. | Teacher perform a poem with a familiar theme (e.g. school) to the children and ask them to listen and spot what the poem is about - guess the theme. Repeat, asking the children to join in where appropriate. | Children join in with the re-reading of the poem. | Children will be able to understand what a poem is about and join in with saying a poem. |
| To listen to a range of poems. To state preferences. To read poetry using decoding skills and re-read using ‘speedy reading.’ | Model reading a different poem with the children, encouraging good listening skills. Listen to other poetry recitals, e.g. recorded versions.  Re-read selected poems together, encouraging children to use their developing phonic skills to sound out unfamiliar words. Model how to follow this with speedy reading - to go back and re-read a sentence/line, reading all the words this time, without undue hesitation. Provide a selection of differentiated poetry books, linked to phonic phases if possible, within the class reading area for children to access independently. | Children state what they liked/disliked about the poem and make general points. Other children listen and respond. Re-read selected poems together, encouraging children to use their developing phonic skills to sound out unfamiliar words. Children re-read with speedy reading. Children access books of poetry independently. | Children will be able to listen to a range of poems. Children will be able to state preferences. Children will be able to read poetry using decoding skills and re-read using ‘speedy reading.’ |
| To select, generate and effectively use adjectives. To recite a familiar poem on a theme. To identify interesting adjectives used within a poem. To identify the features of their chosen poem. | Pick out key adjectives from the original poem and then working in pairs children play adjective spotters on other poems on the same theme. | Choose a poem from the theme for the children to learn off by heart. Map it out and, using props/actions to enhance  learning, recite to each other. | Children will be able to select, generate and effectively use adjectives.  Children will be able to recite a familiar poem on a theme. Children will be able to identify interesting adjectives used within a poem. Children will be able to identify the features of their chosen poem. |