Teacher: Mrs Abel Topic: Fire! Fire!

Text: George and the Dragon Genre: Stories with repetitive patterns

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| Intent | Implementation | | Impact |
| Learning Objective | Teaching | Activity | Learning Outcomes |
| To identify and discuss the main characters in stories. | Listen to a sound clip of a dragon and ask the children to use talk partners to decide who is speaking.  Use a special box containing a picture/puppet of the main character in the story (the dragon) The character must have a name label attached with a capital letter for the name.  Children to ask each other questions about the main character e.g. Where does he live? What does he do? Who are his friends? Teacher to model how to write a quality question with the think it, say it, write it and read it approach. Children to write their own questions about the character. | Children write questions to ask the main character. | Children will be able to identify the main character in the story.  Children will be able to orally compose every question before writing it.  Children will be able to use question marks. |
| To make predictions based on what has been read so far. | Read the first part of the story to introduce the main character. | Children make predictions about the main character based on what they have read. Write predictions on post it notes. | Children will be able to make predictions based on what they have read. |
| To identify and discuss the main characters in stories. | Following further reading, draw the dragon, and write appropriate words or phrases around him. Model segmentation of unfamiliar words for the children to follow in their own work.  Model the use of capital letters for character names, highlighting examples in the text. | Children draw the dragon and write appropriate words or phrases around him. Together write a list of the character names, inventing name labels for unnamed characters. Display on working wall for reference. | Children will be able to use capital letters for names of characters/people.  Children will be able to discuss the main characters. |
| To identify and discuss the main characters in stories.  To make basic inferences about what is being said and done. | Use drama techniques to explore characters in more detail e.g. hot seating, freeze frames, magic mirror, magic microphone. | Hot seat several children and try freeze frame activity to get children to think about the dragon’s and George’s character. | Children will be able to discuss the main characters.  Children will be able to respond in role as a character and infer character feelings. |
| To identify and discuss the main events in stories.  To recall specific information in  fiction texts.  To make predictions based on what has been read so far. | Use talk partners to discuss what has already happened in the story and read the rest of the text to the children, stopping to blend unfamiliar words. Children to make a prediction as to what they think will happen in the end. | Provide a selection of images from the text in a bag/box. The children reveal one by one and sequence with a partner, recalling the information from the text they have shared. | Children will be able to discuss the main events.  Children will recall specific information in fiction texts.  Children will be able to make predictions based on what they have read. |
| To orally retell familiar stories in a range of contexts e.g. small world, role play, storytelling.  To use patterns and repetition to support oral retelling. | Use the images from last activity to create a visual story map to support oral retelling. Teach the children the story via oral storytelling. Use key vocabulary to support oral retelling, e.g. in the beginning, after that, a bit later. Create a whole class checklist of features. | Children practice retelling the story orally with a partner. Children use story map and props to support their retelling. | Children will be able to use patterns and repetition to support oral retelling. |
| To make personal reading choices and explain reasons for their choices.  To orally retell familiar stories in a range of contexts e.g. small world, role play. | Use a whole class story map and innovate the ending of the story e.g. include where they went next and what happened. Provide suggestions for children to select from. | Children to role play, in small groups or pairs, the new ending to their story. Use props or small world figures to support this. | Children will be able to orally retell their innovated ending to their story. |
| To orally retell a familiar story. To plan a familiar story adding their own ending. | Recap the class story map and children remind themselves of their new ending by talking to their partner. | Children draw their own story map and add think, say, feel bubbles to add detail to the story map. Children orally rehearse their story on their own. | Children will be able to create own story maps/plans with events in order.  Children will be able to orally retell their innovated story. (send home for homework ready for Monday). |
| To use the joining word ‘and’ to link words and clauses.  To say, and hold in memory whilst writing, simple sentences which make sense.  To orally compose every sentence before writing.  To separate words with spaces.  To re-read every sentence to check it makes sense.  To use punctuation to demarcate simple sentences with capital letters and full stops.  To use capital letters for names of people.  To use familiar plots for structuring the opening, middle and end of their stories. | Refer to innovated story map.  Use shared writing techniques to model a section at a time with the children. Focus on skills – events in order, joining word ‘and’, full stops and capital letters, capital letters for names, finger spaces and clear beginning middle and end.  Use AFL, marking and feedback to adjust the shared writing focus daily. | Children complete their own section of writing, referring to their own story maps.  Continue this pattern over several days until the outcomes are completed. | Children will be able to write their own short narrative which includes:  **-** Full stops and capital letters.  **-** Joining word ‘and’  **-** Capital letters for names.  **-** Features of simple narrative. |
| To present story to an audience using oral retelling. | Discuss what we need to think about when telling a story to someone else to keep them engaged. | In small groups children take turns to read their stories to each other. | Children will be able to read/tell their story to their peers with some expression. |

Teacher: Mrs Abel Topic: Fire! Fire!

Text: Firework party Genre: Poem based on a theme

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| Intent | Implementation | | Impact |
| Learning Objective | Teaching | Activity | Learning Outcomes |
| To listen to a range of poems at a level beyond that at which they can read independently  To make personal reading choices and explain reasons for their choice.  To give opinions and support with reasons. | Read a selection of poems with a similar theme e.g. fire poems.  Ask the children to think of a word which they think links all of the poems. | Children state their preference using a simple speaking frame e.g. I like… because…. If time allows children record their preferences. | Children will be able to understand what a poem is about and join in.  Children will be able to state preferences with reasons, orally and in writing. |
| To recognise and join in with language patterns and repetition.  To read words containing -ed endings. To use patterns and repetition to support oral retelling.  To enjoy and recite rhymes and poems by heart. | Model reading a poem with a structure e.g. Firework Party  Ask key questions e.g. Does it rhyme? Does it tell a story? What words/phrases do you like in it?  Model adding –ed e.g. fizz – fizzed; hiss - hissed | Provide small groups with a verse of the poem to learn and recite. Include actions/props. Perform the poem as a class with each group saying their verse. | Children will be able to add –ed where no spelling change is needed to the root word.  Children will be able to recognise and join in with language patterns.  Children will be able to read words with –ed endings.  Children will be able to orally retell the poem.  Children will be able to identify vocabulary used within a poem. |
| To identify vocabulary used in a poem. | Discuss the meaning of selected words from the poem  Identify action words in the poem (verbs) e.g. crackle, zoom, sparkle, bang.  Provide further vocabulary to extend e.g. fizz, hiss, boom, crunch | Children create actions for action words from the poem. | Children will be able to identify vocabulary used within a poem. |
| To add suffixes to verbs where no spelling change is needed to the root word e.g. help – helped, helper, helping.  To orally plan and rehearse ideas. | Look at images, film clips and relate to personal experiences e.g. bonfire night, fireworks, campfire, Diwali festival etc.  Explore verbs with –ed endings. Model reading –ed e.g. glowed, billowed, sparked, flashed, banged, fizzed, whizzed, burned, cracked, watched, flickered etc.  Use image, sound, film and drama techniques to provide a virtual experience.  Model the use of a speaking frame e.g. the fire cracked; the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ed. | Children work collaboratively drawing on large sheets of paper to collect ideas and vocabulary related to the setting.  Children use this model as a speaking frame to orally rehearse using the ideas from collaborative drawing. | Children will be able to add suffixes to verbs where no spelling change is needed to the root word using –ed.  Children will be able to orally plan and  rehearse ideas. |
| To write in different forms with simple text type features - poems with simple structures.  To separate words with spaces.  To use full stops and capital letters as required. | Use shared writing techniques to model a simple four-line poem e.g.  The fire cracked.  The rocket zoomed.  The sky flashed.  The children squealed.  Focus on –ed endings. | Children follow this model and write their own verse. | Children will be able to write their own poem based on a model which includes:  **-** words ending in the suffix -ed.  - full stops and capital letters  - spaces between words |
| To present their work ready for publication. | Tell children we will collect their poems together to make a class book of fire poems. | Children copy out their poem and add illustrations. | Children will be able to present their work neatly and add illustrations. |
| To read aloud their writing audibly to adults and peers. | Remind children about how we performed poems earlier in the week. | In small groups children read their poem to their peers. | Children read/recite their poem with expression and possibly some actions. |

Teacher: Mrs Abel Topic: Fire! Fire!

Text: The Great Fire of London by Liz Gogerly Genre: Information books

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| To activate prior knowledge about the Fire of London. | Explain that we need more information books for the younger children to read when they visit our school library.  Ask for the children’s help to write one to be published and used in the school’s library for others to read. Play a clip, such as the one from the Museum of London to engage and refresh knowledge The Great Fire of London. | Children to complete the first part of a KWL grid, stating all they already know (K) about the subject e.g. The Great Fire of London. | Children will be able to say what they know about a subject. |
| To recall specific information in non-fiction texts.  To activate prior knowledge e.g. What do you know about the Fire of London? To explain clearly their understanding of what is read to them.  To listen to what others say.  To take turns. | Shared read a range of information texts (not related to The Great Fire of London). Before reading discuss what is already known about the content; use talk partners. Pose questions for the children to answer about the information they have read. Model accurate blending of sounds in unfamiliar words. Discuss key vocabulary from the books/texts read. Discuss what makes a good listener. | Play the game of ‘pass the fact.’ Sit facing a partner. Partner number one talks through facts they have found out through reading. On a signal, partner number two recalls as many of these facts as they can, then swap. | Children will be able to activate prior knowledge.  Children will be able to recognise and use questions marks.  Children will be able to discuss key vocabulary.  Children will be able to recall specific  information in texts.  Children will be able to listen to what others say and take turns.  Children will be able to explain clearly their understanding of what is read to them. |
| To locate parts of the 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 read aloud accurately books that are consistent with their developing phonic knowledge.  To read accurately by blending sounds in unfamiliar words.  To recall specific information in non-fiction texts.  To write simple sentences that can be read by themselves and others.  To use question marks. | Provide cards with features of an information text e.g. contents page, glossary, sub-heading, captions, images etc. Place the cards onto the relevant parts of the information book.  Model creating questions orally and in writing. | Children write their own questions. Children read the information books closely matched to phonic knowledge and then respond to questions in writing. Children use the questions created to quiz others. | Children will be able to recognise and use questions marks.  Children will be able to read aloud books  closely matched to their improving phonic knowledge.  Children will be able to read accurately by blending sounds in unfamiliar words.  Children will be able to demonstrate  understanding of texts by answering questions related to who, what, where, when, why and how. |
| To use punctuation to demarcate simple sentences with capital letters and full stops.  To use capital letters for names of people and places.  To locate parts of the text that give particular information e.g. titles, contents page and labelled diagram. | Model ‘boxing up’ a selected information text and labelling each section e.g. title, questions as sub-headings, information boxes, fascinating facts box, picture, caption, glossaries etc.  Throughout the gathering content phase – re-read every sentence to check it makes sense.  (Model editing to improve sentences with mistakes e.g. omitted full stops or words, use of correct capital letters for people and places)  Explain that the children will be writing their own information text using the same or a similar structure provided.  Read a range of information books and on screen texts about a particular topic e.g. The Great Fire of London, fire safety,  festivals involving fire, and/or a visit from the local fire brigade.  Using a KWL grid, generate questions regarding what they want to know about the topic (W) and shared write these. | As a class or in pairs. Read a range of information books and on screen texts about a particular topic e.g. The Great Fire of London, fire safety,  festivals involving fire, and/or a visit from the local fire brigade.  Using a KWL grid, generate questions regarding what they want to know about the topic (W) and shared write these. | Children will be able to identify how nonfiction texts are organised e.g. contents pages, glossaries, sub-headings etc.  Children will be able to re-read every sentence to check it makes sense.  Children will be able to identify improvements needed in sentences e.g. omitted full stops or words, capital letters for names of people and places. |
| To demonstrate understanding of texts by answering questions related to who, what, where, when, why and how.  To read aloud accurately books that are consistent with their developing phonic knowledge.  To read accurately by blending sounds in unfamiliar words. | Model reading and researching the answers; use coloured pens to highlight relevant information e.g. fire safety, facts about The Great Fire of London, festivals. | Children follow the modelling to read and find out answers to the questions posed. Record in written responses on  sticky notes or in small groups collate all findings onto large sheets of paper. Send an envoy from one group to another group to share any new information. Repeat with other envoys. | Children will be able to demonstrate  understanding of texts by finding answer to questions created as a class.  Children will be able to record information found and discuss with others.  Children will be able to read aloud books closely matched to their improving phonic knowledge.  Children will be able to read accurately by blending sounds in unfamiliar words. |
| To organise information onto a planning grid. | Model grouping the information into sections by extracting information from sticky notes or the collated group sheets.  Place the notes/information onto the boxed up plan created earlier in the unit, as a class. |  | Children will be able to identify how to  organise information onto a planning grid. |
| To write simple sentences that can be read by themselves and others.  To use punctuation to demarcate simple sentences with capital letters and full stops.  To use capital letters for names of people and places.  To write in different forms with simple text type features - information texts.  To discuss their writing with adults and peers. | Use shared writing techniques to model a section at a time with the children. Focus on skills – question marks; simple sentences that can be read by themselves and others.  Model the ‘think it, say it, write it, read it’ approach.  Use AFL, marking and feedback to adjust the shared writing focus daily.  Children discuss their writing with an adult and make improvements. | Children write their own information text. Focus on a different aspect of the text each session.  Children make improvements based on the discussion with the teacher. | Children will be able to write their own  information text which includes:  **-** question marks.  **-** simple sentences that can be read by themselves and others.  **-** features of an information text. |
| To read aloud their writing audibly to adults and peers. | Discuss what children need to do in order to read their work effectively to an audience. | Read their information out loud to the class.  Display in a book for others to read. | Children will be able to read their writing audibly to adults and their peers. |