

# English Plans

Year 1



## Introduction

The Liverpool English team have developed a medium term planning document to support effective implementation of the National Curriculum.

Children need to secure skills in decoding and comprehension in reading and composition, transcription, vocabulary, grammar and punctuation in writing.

There is a key focus on the 'Immerse, Analyse, Write' teaching sequence to ensure that children have opportunities to practise the key skills whilst building the understanding and knowledge to apply these skills across a range of genres.

Each year group has a list of suggested genres with 2 – 3 week block plans for each one. Each plan includes Statutory Requirements, previous knowledge, possible texts and suggested teaching sequence.



**Immerse, Analyse,  
Write**

## Suggested Breakdown of Non-Fiction Text Blocks

### **This is based on a 2 week block**

An initial write in the text type/ similar text type already covered and a Quality Mark of this against prior learning, will ensure that the work is focused on the weaker or missing skills identified from this and gives a rounded view to the block, with the opportunity for the children to look back over the work and see how they have improved in this text type.

### **Immerse 3-4 days**

This is when the children get to see and engage with different examples of the text type.

They will be using a lot of Speaking and Listening skills, such as following instructions (verbal and written), verbally explaining how to do specific tasks, recounting about a trip or event in/out of school, looking at different texts to find out information on a topic (maybe one from their Science, History, Geography, DT or RE work).

Telling their partner/group/class interesting information they have found.

Role playing persuading another group/person to do something they want to do, or change their mind to come to agreement on a specific question.

It is important to capture their thoughts and ideas through daily incidental writing (post-its, brainstorm, mind maps) both in their books/journals and for the teacher to model choosing most effective ones to go up on to a working wall.

### **Analyse 1-2 days**

This is the time to identify the key features of the text type through discussion and text marking.

Looking at lots of different examples and drawing up charts and tables to decide as a group/class which are the most effective layouts, giving considered reasons for this and talking about how to improve weaker examples.

This will lead to shared understanding of what a good one looks like (WAGOLL) and should be used to structure and assess the effectiveness of all their writing in this text type.

**Write** 5 days

Teacher models how to plan an example of the text type, using all the elements captured in the Immerse and Analyse days and the children to then have a go at writing a plan for the different example they will be writing in the text type

Teacher models how to write the introduction for their example and the children to then have a go at writing their introductions

Teacher models how to improve their plan/introduction and then the children have a go at improving their own.

Teacher models the next couple of key features of the text type, children have a go for themselves.

Teacher models improving the text, children have a go for themselves.

Teacher models writing the ending for the text type and re-evaluates it against WAGOLL criteria already agreed and shown on working wall.

Depending on the text type, there may be time to repeat this process again to produce 2 or 3 examples written by the children, with the amount of scaffolding being reduced each time.

## Suggested Breakdown of Fiction Text Blocks

### **This is based on a 2 week block**

An initial write in the text type/ similar text type already covered and a Quality Mark of this against prior learning, will ensure that the work is focused on the weaker or missing skills identified from this and gives a rounded view to the block, with the opportunity for the children to look back over the work and see how they have improved in this text type.

### **Immerse** 3-4 days

This is when the children get to engage with the text. This may be one longer text; discussion of synopsis of different texts by the same author; different versions of the same story; different stories in the same text type to draw comparisons from. A film version of a longer text is also a good way to cover a whole novel in 3-4 sessions.

They will be using a lot of Speaking and Listening skills, such as role-play in character, role on the wall, boxing up the story, babble gabble to get to the key elements of the part/whole of the story, story mapping events in order.

Using storyboards before, during and after the retelling of the story.

Think/pair/share of events and/or actions. Conscience Alley to decide what they think character/s should do at particular point in the story.

Hot seating in-role, to answer and ask questions. Barrier games to describe the setting/character to a partner

It is important to capture their thoughts and ideas through daily incidental writing (post-its, brainstorm, mind maps, thought and speech bubbles) both in their books/journals and for the teacher to model choosing most effective ones to go up on to a working wall.

### **Analyse** 1-2 days

This is the time to identify the key features of the text type through discussion and text marking.

Looking at the events in the story/stories shared.

Identifying interesting language/improving the text and the importance of word order to convey meaning/tension in the writing (as applicable).

How setting impacts on events.

This will lead to shared understanding of what a good one looks like (WAGOLL) and should be used to structure and assess the effectiveness of all their writing in this text type.

### **Write** 5 days

Teacher models how to plan an example of the text type, using all the elements captured in the Immerse and Analyse days and the children to then have a go at writing a plan for the different example they will be writing in the text type

Teacher models how to write the introduction for their example and the children to then have a go at writing their introductions

Teacher models how to improve their plan/introduction and then the children have a go at improving their own.

Teacher models the middle of the story with the problem main character has to overcome; children have a go for themselves.

Teacher models improving the middle and problem; children have a go for themselves.

Teacher models writing the ending and re-evaluates it against WAGOLL criteria already agreed and shown on working wall.

Words and phrases identified in the Immerse and Analyse phases are highlighted if they have been used, and if not used, they can be used as part of the editing for improvement process before moving on to the next part of the story.

## Suggested Breakdown of Poetry Blocks

### **This is based on a 2 week block.**

If completing over 1 week, simply halve the number of suggested days, ensuring IAW covered.

An initial write in the text type/similar text type already covered, and a Quality Mark of this against prior learning, will ensure that the work is focused on the weaker or missing skills identified from this and gives a rounded view to the block, with the opportunity for the children to look back over the work and see how they have improved in this text type.

### **Immerse** 3-4 days

This is when the children get to see and engage with different examples of the poems in a particular style. This may be one longer poem/discussion of synopsis of different poems by the same author/different versions of the same poem/different poems in the same text type to draw comparisons from.

They will be using a lot of Speaking and Listening skills, such as role-play in character, role on the wall, babble gabble to get to the key elements of the part/whole of the poem, story mapping events in order.

Using storyboards before, during and after the retelling of the poem, (longer narrative poems especially).

Think/pair/share of events and/or actions. Conscience Alley to decide what they think character should do at particular point in the poem.

Rehearsal and performance of poem/s

It is important to capture their thoughts and ideas through daily incidental writing (post-its, brainstorm, mind maps, speech, thought and emotion bubbles) both in their books/journals and for the teacher to model choosing most effective ones to go up on to a working wall.

### **Analyse** 1-2 days

This is the time to identify the key features of the poems through discussion and text marking.

Looking at lots of different examples and drawing up charts and tables to decide as a group/class which are the most effective poems, giving considered reasons for this and talking about how to improve weaker examples.

Identifying the patterns/features/themes specific to the poem style.

This will lead to shared understanding of what a good one looks like (WAGOLL) and should be used to structure and assess the effectiveness of all their writing in this text type.

### **Write** 5 days

Teacher models how to plan an example of the poem, using all the elements captured in the Immerse and Analyse days and the children to then have a go at writing a plan for the different example they will be writing as a poem.

Teacher models how to write the first part for their example and the children to then have a go at writing their own starts to the poem.

Teacher models how to improve their first part and then the children have a go at improving their own.

Teacher models the next part/end of the poem; children have a go for themselves.

Teacher models improving the poem; children have a go for themselves.

Teacher re-evaluates and refines it against WAGOLL criteria already agreed and shown on working wall.

Depending on the poem style, there may be time to repeat this process again to produce 2 or 3 examples written by the children, with the amount of scaffolding being reduced as appropriate.

## Using The Plans

**This is not a scheme but it is more than a medium term plan**

The programme of study has been split into:

- **Reading**
  - Word Reading
  - Comprehension
  
- **Writing**
  - Transcription
  - Handwriting
  - Composition
  - Vocabulary, Grammar and Punctuation

As a starting point, we have allocated suggested genres to each term and put them into blocks.

<b>Year 1</b>	
Autumn	<ul style="list-style-type: none"><li>• Labels and Captions</li><li>• Stories with Familiar Settings</li><li>• Recount</li><li>• Dictionary Skills</li><li>• Poetry – Using the Senses</li></ul>
Spring	<ul style="list-style-type: none"><li>• Traditional and Fairy Tales</li><li>• Instructions</li><li>• Stories from a Range of Cultures</li><li>• Poetry – Pattern and Rhyme</li></ul>
Summer	<ul style="list-style-type: none"><li>• Stories with a Fantasy Setting</li><li>• Information texts</li><li>• Recount – Fact and Fiction</li><li>• Poetry – Poems on a Theme</li></ul>

These allocations serve only as a guide for the organisation of teaching. Other factors such as term length, organisation of the daily English lesson, prior knowledge and cross-curricular links may determine the way in which English is prioritised, taught and delivered in your school.

Each block has assigned Statutory Requirements which are repeated throughout the year or phase. Word Reading, Transcription, Spelling and Handwriting however, have not been allocated and need to be planned for. These will be continuous.

The teaching sequence is then outlined for each block using the 'Immerse, Analyse, Write' approach. As before, the timings allocated and the organisation and frequency of delivery is flexible and will vary from school to school.

There are 2 appendices attached:

**Appendix 1 – Immersion Strategies**

**Appendix 2 – Cross Curricular Links**

# Genre Overview

	<b>Genres</b>	<b>Possible Texts</b>
<b>Year 1</b> Autumn	<ul style="list-style-type: none"> <li>• Labels and Captions</li> <li>• Stories with Familiar Settings</li> <li>• Recount</li> <li>• Dictionary Skills</li> <li>• Poetry – Using the Senses</li> </ul>	<p><b><u>Labels and captions</u></b> Examples of these will need to be taken from environmental print and other non-book sources</p> <p><b><u>Stories with Familiar Settings</u></b> We're Going on a Bear Hunt- <b>Michael Rosen</b> But Martin-<b>June Counsel</b> The Very Hungry Caterpillar- <b>Eric Carle</b> Silly Billy –<b>Anthony Browne</b> Voices in the Park- Anthony Browne Shark in the Park- <b>Nick Sharratt</b> My Big Shouting Day!- <b>Rebecca Patterson</b> Not Now Bernard- <b>David McKee</b> I Want My Hat Back- <b>Jon Klassen</b> Peace at Last- <b>Jill Murphy</b> One Snowy Night- (Percy the Park keeper Stories)-<b>Nick Butterworth</b> Billy's Bucket- <b>Kes Gray &amp; Garry Parsons</b> Naughty Bus – <b>Jan and Jerry Oke</b> Alfie-An Evening at Alfie's- (Alfie Stories)-<b>Shirley Hughes</b></p> <p><b><u>Recount</u></b> Jody's Beans- <b>Malachy Doyle</b> The Very Hungry Caterpillar- <b>Eric Carle</b></p> <p><b><u>Dictionary</u></b> Collins early Dictionary - Collins My Very First Oxford Dictionary - Oxford University Press ABC UK- <b>James Dunn and Helen Bate</b></p> <p><b><u>Poetry - Using the Senses</u></b> Five Little Senses</p>

		<p>The Magic Box - <b>Kit Wright</b>  The Works 4 - <b>Pie Corbett</b>  Sensational - <b>Roger McGough</b>  The Black Book of Colours- <b>Menena Cottin &amp; Rosana Faria</b>  A first book of nature- <b>Nicola Davies and Mark Hearld</b></p>
Spring	<ul style="list-style-type: none"> <li>• Traditional and Fairy Tales</li> <li>• Instructions</li> <li>• Stories from a Range of Cultures</li> <li>• Poetry – Pattern and Rhyme</li> </ul>	<p><b><u>Traditional and Fairy Tales</u></b>  Goldilocks  Goldilocks and just the one Bear- <b>Leigh Hodgkinson</b>  The Gingerbread Man  Cinderella  Little Red Riding Hood  Good Little Wolf- <b>Nadia Shireen</b>  Princess Smarty Pants- <b>Babette Cole</b>  Prince Cinders- <b>Babette Cole</b></p> <p><b><u>Instructions</u></b>  Honey Biscuits – <b>Meredith Hooper</b>  Sticky Little Fingers – <b>Jane Frere</b>  How to Look After Your Hamster – <b>Colin Hawkins</b>  A first book of nature- <b>Nicola Davies and Mark Hearld</b></p> <p><b><u>Stories from a Range of Cultures</u></b>  Handa’s Surprise - <b>Eileen Browne</b>  A Balloon for Grandad - <b>Nigel Gray</b>  The Honey Hunters - <b>Francesca Martin</b>  The Tiger Child - <b>Joanna Troughton</b>  Tortoise’s Dream - <b>Joanna Troughton</b>  Bringing the Rain to Kapiti Plain – <b>Verna Aardama</b></p> <p><b><u>Poetry – Pattern and Rhyme</u></b>  Giraffes Can’t Dance - <b>Giles Andreae</b></p>



		<p>Me and My Brother <a href="http://www.poemhunter.com/poems/family/page-3">http://www.poemhunter.com/poems/family/page-3</a> Food Chocolate Cake - Michael Rosen Christmas Poems – Jill Bennett A first book of nature- <b>Nicola Davies and Mark Hearld</b> Tanka Tanka Skunk – <b>Steve Web</b> Commotion in the Ocean- <b>Giles Andreae and David Wojtowycz</b></p>
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# Statutory Requirements

## Year 1 Statutory Requirements

<u>Reading</u>	<u>Writing</u>	<u>Vocabulary, Grammar and punctuation</u>	<u>Spelling</u>	<u>Speaking and Listening</u>
<p><u>Word Reading</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• read aloud accurately books that are consistent with their</li> </ul>	<p><u>Transcription</u> Pupils should be taught to:</p> <p>spell:</p> <ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes already taught</li> <li>• common exception words</li> <li>• the days of the week</li> </ul> <p>name the letters of the alphabet:</p> <ul style="list-style-type: none"> <li>• naming the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> </ul> <p>add prefixes and suffixes:</p> <ul style="list-style-type: none"> <li>• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• using the prefix un–</li> <li>• using –ing, –ed, –er</li> </ul>	<p><u>Vocabulary, grammar and punctuation</u> Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in <u>English Appendix 2</u> by:</p> <ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using and</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</li> <li>• learning the grammar for year 1 in English Appendix 2</li> </ul> <p>use the grammatical terminology in English</p>	<p>Revision of Reception work The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:</p> <ul style="list-style-type: none"> <li>• All letters of the alphabet and the sounds which they most commonly represent</li> <li>• Consonant digraphs and the sounds which they represent</li> <li>• vowel digraphs which have been taught and the sounds which they represent</li> <li>• the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds</li> <li>• words with adjacent consonants;</li> <li>• rules and guidelines which have been taught</li> </ul> <p>The sounds /f/, /l/, /s/, /z/</p>	<p>Pupils should be taught to:</p> <p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>maintain attention and participate actively in</p>

<p>developing phonic knowledge and that do not require them to use other strategies to work out words</p> <ul style="list-style-type: none"> <li>re-read these books to build up their fluency and confidence in word reading</li> </ul> <p><u>Comprehension</u> Pupils should be taught to:</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>	<p>and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p> <p>apply simple spelling rules and guidance, as listed in <u>English Appendix 1</u></p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p><u>Handwriting</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>form digits 0-9</li> <li>understand which</li> </ul>	<p>Appendix 2 in discussing their writing</p> <p><u>Word</u> Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun <b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the <b>prefix un–</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind, or undoing: untie the boat</i>]</p> <p><u>Sentence</u> How <b>words</b> can combine to make <b>sentences</b> Joining <b>words</b> and joining <b>clauses</b> using <i>and</i></p> <p><u>Text</u> Sequencing <b>sentences</b> to form short narratives</p>	<p>and /k/ spelt ff, ll, ss, zz and ck</p> <p>The <b>/ŋ/</b> sound spelt n before k</p> <p>Division of words into syllables</p> <p>-tch</p> <p>The /v/ sound at the end of words</p> <p>Adding s and es to words (plural of nouns and the third person singular of verbs)</p> <p>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</p> <p>Adding –er and –est to adjectives where no change is needed to the root word</p> <p>Vowel digraphs and trigraphs</p> <p>Words ending –y (/i:/ or /ɪ/ depending on accent)</p> <p>New consonant spellings ph</p>	<p>collaborative conversations, staying on topic and initiating and responding to comments</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>gain, maintain and monitor the interest of the listener(s)</p> <p>consider and evaluate different</p>
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<ul style="list-style-type: none"> <li>discussing word meanings, linking new meanings to those already known</li> </ul> <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> </ul> <p>participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>explain clearly their understanding of what is read to them</p>	<p>letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</p> <p><u>Composition</u></p> <p>Pupils should be taught to:</p> <p>write sentences by:</p> <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> </ul> <p>discuss what they have written with the teacher or other pupils</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p><u>Punctuation</u></p> <p>Separation of <b>words</b> with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Capital letters for names and for the personal <b>pronoun /</b></p> <p><u>Terminology</u></p> <p>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation, mark</p>	<p>and wh</p> <p>Using k for the /k/ sound</p> <p>Adding the prefix –un</p> <p>Compound words</p> <p>Common exception words</p>	<p>viewpoints, attending to and building on the contributions of others</p> <p>select and use appropriate registers for effective communication</p>
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# Block Plans

**Autumn**

## Labels and Captions

### **Statutory Requirements**

#### **Reading – comprehension**

**develop pleasure in reading, motivation to read, vocabulary and understanding by:**

- being encouraged to link what they read or hear read to their own experiences
- discussing word meanings, linking new meanings to those already known

#### **Writing-Composition**

**Write sentences by:**

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- re-reading what they have written to check that it makes sense

discuss what they have written with the teacher or other pupils

read aloud their writing clearly enough to be heard by their peers and the teacher

#### **Vocabulary, Grammar and Punctuation**

**develop their understanding of the concepts set out in English Appendix 2 by:**

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun ' I '
- learning the grammar for year 1 in English Appendix 2

use the grammatical terminology in English Appendix 2 in discussing their writing

#### **Terminology**

**letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark**

## English Appendix 2:

### Word

- Regular **plural noun suffixes** –s or –es [for example, *dog, dogs; wish, wishes*], including the effects of these suffixes on the meaning of the noun
- **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping, helped, helper*)
- How the **prefix un–** changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind, or undoing: untie the boat*]

### Sentence

- How **words** can combine to make **sentences**
- Joining **words** and joining **clauses** using *and*

### Punctuation

- Separation of **words** with spaces
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
- Capital letters for names and for the personal **pronoun I**

### Previous Knowledge / Prior Learning

Check that children can already:

Tell you about the purpose of simple classroom labels and lists.

Read simple classroom labels with additional pictures or symbols.

Attempt to write labels, for instance in role-play area.

### Suggested Texts

Examples of these will need to be taken from environmental print and other sources e.g. captions in books.

## **Phased Teaching (based on 2-3 weeks)**

### Immersion

-  Read, compare and discuss the purpose of labels and lists around the classroom.
-  Encourage children to participate, for example by writing their own names under the headings School dinners or packed lunches.
-  Discuss pictures or objects (possibly linked to another curriculum area) to be used for creation of captions.
-  Capture language ideas and learning to use and apply in the writing phase.

### Analysis

-  Read, discuss and investigate one word and complete sentence captions.
-  Use ICT to explore captions.
-  Orally formulate complete sentences for captions, modelling first.
-  Include incidental writing opportunities (labels and captions)

### Writing / Presentation

-  Write a complete sentence caption, first through modelled and then through shared composition.
-  Independently write a caption for an object or picture in a complete sentence with a capital letter and full stop.
-  Plan, draft, edit and review the full sentence caption.
-  **Produce and publish labels and captions, applying all the learning from the block.**

## Stories with Familiar Settings

### Statutory Requirements

#### Reading – comprehension

**develop pleasure in reading, motivation to read, vocabulary and understanding by:**

- listening to and discussing a wide range of poems, **stories** and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- discussing word meanings, linking new meanings to those already known

**understand both the books they can already read accurately and fluently and those they listen to by:**

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what has been said and done
- predicting what might happen on the basis of what has been read so far

participate in discussion about what is read to them, taking turns and listening to what others say

explain clearly their understanding of what is read to them

#### Writing-Composition

**Write sentences by:**

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense

discuss what they have written with the teacher or other pupils

read aloud their writing clearly enough to be heard by their peers and the teacher

#### Vocabulary, Grammar and Punctuation

**develop their understanding of the concepts set out in English Appendix 2 by:**

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun ' I '
- learning the grammar for year 1 in English Appendix 2

use the grammatical terminology in English Appendix 2 in discussing their writing

#### Terminology

**letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark**

#### English Appendix 2:

Word

- Regular **plural noun suffixes** –s or –es [for example, *dog, dogs; wish, wishes*], including the effects of these suffixes on the meaning of the noun
- **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping, helped, helper*)
- How the **prefix un–** changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind, or undoing: untie the boat*]

Sentence

- How **words** can combine to make **sentences**
- Joining **words** and joining **clauses** using *and*

Text

- Sequencing sentences to form short narratives

Punctuation

- Separation of words with spaces
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Capital letters for names and for the personal pronoun I

**Previous Knowledge / Prior Learning**

Check that children can already:

Listen attentively to stories being told or read and then identify the main characters and the setting.

Re-enact a story they have heard and include the main character and some of the main events.

Begin to form a simple sentence when attempting writing for different purposes.

**Suggested Texts**

We're Going on a Bear Hunt- **Michael Rosen**

But Martin-**June Counsel**

The Very Hungry Caterpillar- **Eric Carle**

Silly Billy –**Anthony Browne**

Voices in the Park- **Anthony Browne**

Shark in the Park- **Nick Sharratt**

My Big Shouting Day!- **Rebecca Patterson**

Not Now Bernard- **David McKee**

I Want My Hat Back- **Jon Klassen**

Peace at Last- **Jill Murphy**

One Snowy Night- (Percy the Park keeper Stories)-**Nick Butterworth**

Billy's Bucket- **Kes Gray & Garry Parsons**

Naughty Bus – **Jan and Jerry Oke**

Alfie-An Evening at Alfie's- (Alfie Stories)-**Shirley Hughes**

**Phased Teaching (based on 2-3 weeks)**

**Immersion**

 Explore the children's familiar settings. (Including through digital media)

**Analysis**

 Identify and display the features of stories with familiar settings.

**Writing / Presentation**

 Write a class story with a familiar setting and event/s drawing on ideas from

<ul style="list-style-type: none"> <li> Verbally describe a familiar setting.</li> <li> Listen to, read and compare stories with familiar settings.</li> <li> Identify characters, settings and main events using evidence from illustrations and text.</li> <li> Recall the sequence of main events.</li> <li> Discuss the settings and identify/collect setting vocabulary or phrases. Compare to own experiences and knowledge of familiar settings.</li> <li> Capture language ideas and learning to use and apply in the writing phase.</li> </ul>	<ul style="list-style-type: none"> <li> Retell, re-enact and innovate stories using puppets, story boxes etc. - including main events, in sequence.</li> <li> Use story language and predictable phrases to help sequence the events.</li> <li> Describe familiar settings orally and in writing.</li> <li> Include incidental writing opportunities</li> </ul>	<p>reading.</p> <ul style="list-style-type: none"> <li> Use role-play to generate ideas before developing through modelled and shared composition.</li> <li> Independently write own version.</li> <li> Plan, draft, edit and review the story.</li> <li> <b>Produce and publish stories with familiar settings applying all the learning from the block.</b></li> </ul>
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## Dictionaries (one week block)

### Statutory Requirements

#### Reading – comprehension

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- discussing word meanings, linking new meanings to those already known
- explain clearly their understanding of what is read to them

#### Writing-Transcription

Pupils should be taught to:

name the letters of the alphabet:

- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound

#### Writing-Composition

Write sentences by:

- saying out loud what they are going to write about
  - composing a sentence orally before writing it
  - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher

#### Vocabulary, Grammar and Punctuation

develop their understanding of the concepts set out in English Appendix 2 by:

- leaving spaces between words
  - joining words and joining clauses using and
  - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
  - using a capital letter for names of people, places, the days of the week, and the personal pronoun ' I '
  - learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing

#### Terminology

**letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark**

#### English Appendix 2:

##### Word

- Regular **plural noun suffixes** –s or –es [for example, *dog, dogs; wish, wishes*], including the effects of these suffixes on the meaning of the noun
- **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping, helped, helper*)
- How the **prefix un-** changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind, or undoing: untie the boat*]

### Sentence

- How **words** can combine to make **sentences**
- Joining **words** and joining **clauses** using *and*

### Punctuation

- Separation of **words** with spaces
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
- Capital letters for names and for the personal **pronoun I**

### Previous Knowledge / Prior Learning

Check that children can already:

Sing alphabet songs

Name the letters of the alphabet in order

### Suggested Texts

Collins early Dictionary - Collins

My Very First Oxford Dictionary - Oxford University Press

ABC UK- **James Dunn and Helen Bate**

## **Phased Teaching (one week block)**

### Immersion

-  Explore, compare and discuss the purpose of dictionaries and encyclopaedias (linked to topic where appropriate).
-  Play games and sing alphabet songs
-  Model use of definitions, reinforcing alphabetical order.
-  Use dictionaries or encyclopaedias to collect topic related vocabulary and definitions
-  Capture language ideas and learning to use and apply in the writing phase.

### Analysis

-  Use weaker model of dictionary to identify areas for improvement and explain.
-  Identify, discuss and display the purpose and features of dictionaries.
-  Identify and explain the main features of a definition.
-  Using pictures and objects (linked to topic where appropriate), create definitions
-  Include incidental writing opportunities

### Writing / Presentation

-  Write a complete definition for an object or picture, first through modelled and then through shared composition.
-  Independently write a definition for an object or picture.
-  Plan, draft, edit and review the definition.
-  **Produce and publish dictionaries applying all the learning from the block.**

## Recounts

### Statutory Requirements

#### Reading – comprehension

**develop pleasure in reading, motivation to read, vocabulary and understanding by:**

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- discussing word meanings, linking new meanings to those already known

**understand both the books they can already read accurately and fluently and those they listen to by:**

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- predicting what might happen on the basis of what has been read so far

participate in discussion about what is read to them, taking turns and listening to what others say  
explain clearly their understanding of what is read to them

#### Writing-Composition

**Write sentences by:**

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- re-reading what they have written to check that it makes sense

discuss what they have written with the teacher or other pupils

read aloud their writing clearly enough to be heard by their peers and the teacher

#### Vocabulary, Grammar and Punctuation

**develop their understanding of the concepts set out in English Appendix 2 by:**

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun ' I '
- learning the grammar for year 1 in English Appendix 2

use the grammatical terminology in English Appendix 2 in discussing their writing

#### Terminology

**letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark**

#### English Appendix 2:

##### Word

- Regular **plural noun suffixes** –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun
- **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. helping, helped, helper)
- How the **prefix un-** changes the meaning of **verbs** and **adjectives** [negation, for example, unkind, or undoing: untie the boat]

##### Sentence

- How **words** can combine to make **sentences**
- Joining **words** and joining **clauses** using and

Punctuation

- Separation of **words** with spaces
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
- Capital letters for names and for the personal **pronoun** /

**Previous Knowledge / Prior Learning**

Check that children can already:

Listen attentively to recounts and are able to recall some details including the correct ordering of events.

Ask relevant questions and are confident to speak about their own experiences.

**Suggested Texts**

Jody's Beans- **Malachy Doyle**

The Very Hungry Caterpillar- **Eric Carle**

**Phased Teaching (based on 2-3 weeks)**

**Immersion**

 Listen to recount/s of personal experience/s. Recount to omit key information to encourage questioning by the audience.

 Listen to revised version of above recount as a model.

 Capture language ideas and learning to use and apply in the writing phase.

**Analysis**

 Practise orally recounting a personal experience with a partner. Use questioning to improve structure and detail.

 Listen to several of the recounts and identify success criteria.

 Make a group visual, using pictures or a simple time line to order events. This could be modelled using digital photographs on an interactive whiteboard (IWB).

 Write a simple recount through modelled and shared composition.

 Identify and explain the main features of a recount.

 Include incidental writing opportunities

**Writing / Presentation**

 Identify another event experienced by the children

 Talk about the event and create oral recounts using pictures or photographs to support the sequence.

 Write a complete recount, first through modelled and then through shared composition.

 Independently write a recount, based on oral versions.

 Plan, draft, edit and review the recount.

 **Produce and publish recounts applying all the learning from the block.**

## Poetry - Using the Senses

### Statutory Requirements

#### Reading – comprehension

**develop pleasure in reading, motivation to read, vocabulary and understanding by:**

- listening to and discussing a wide range of **poems**, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

**understand both the books they can already read accurately and fluently and those they listen to by:**

- drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - discussing the significance of the title and events
- participate in discussion about what is read to them, taking turns and listening to what others say  
explain clearly their understanding of what is read to them

#### Writing-Composition

**Write by:**

- saying out loud what they are going to write about
- composing orally before writing it
- re-reading what they have written to check that it makes sense

discuss what they have written with the teacher or other pupils

read aloud their writing clearly enough to be heard by their peers and the teacher

#### Vocabulary, Grammar and Punctuation

**develop their understanding of the concepts set out in English Appendix 2 by:**

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun ' I '
- learning the grammar for year 1 in English Appendix 2

use the grammatical terminology in English Appendix 2 in discussing their writing

#### Terminology

**letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark**

#### English Appendix 2:

Word

- Regular **plural noun suffixes** –s or –es [for example, *dog, dogs; wish, wishes*], including the effects of these suffixes on the meaning of the noun
- **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping, helped, helper*)
- How the **prefix un-** changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind, or undoing: untie the boat*]

Sentence

- How **words** can combine to make **sentences**
- Joining **words** and joining **clauses** using *and*

Punctuation

- Separation of **words** with spaces
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
- Capital letters for names and for the personal **pronoun** /

Previous Knowledge / Prior Learning

Check that children can already:  
 Listen to poems being read and talk about likes and dislikes - including the words used.  
 Join in with class rhymes and poems.  
 Copy actions.  
 Enjoy making up funny sentences and playing with words.  
 Look carefully at experiences and choose words to describe.  
 Make word collections.

Suggested Texts

Five Little Senses  
 The Magic Box - **Kit Wright**  
 The Works 4 - **Pie Corbett**  
 Sensational - **Roger McGough**  
 The Black Book of Colours- **Menena Cottin & Rosana Faria**  
 A first book of nature- **Nicola Davies and Mark Hearld**

**Phased Teaching (based on 1-2 weeks)**

NB. Teachers may prefer to follow all three phases in one week, focusing on one or more senses and then repeat using different senses or topics for the second week.

Immersion

-  Provide a practical activity to explore what is meant by the five senses.
-  Read and respond in various ways to a range of poems and other simple, patterned texts that capture sensory experience in words.
-  Practise and read the texts in unison, following rhythm and keeping time.
-  Identify and discuss words in the poems that describe what we can see, hear feel (touch) smell and taste. Classify the words and phrases used according to the

Analysis

-  Identify and display success criteria to evaluate the vocabulary
-  Share and discuss images of familiar objects, scenes and events. Identify what children can see and what they would be able to hear, feel, smell and taste if they were experiencing the object or scene directly.
-  Children select suitable words and phrases to describe the images, first

Writing / Presentation

-  Identify familiar everyday experiences for the children, for example playing in the sand, or a school trip. Recall or recreate the experience and explore it in terms of sensory response.
-  Generate and discuss effective words for describing the experience.
-  Children independently write a patterned poem based on one read during the immersion phase, first through modelled

sense to which they relate.

 Model and invent actions to be performed when reading or reciting the poems that will emphasise the sensory descriptions. Children perform a chosen poem to others in the class. Children listen to or watch others in the class and discuss the performance.

 Children play games to explore their senses, for example; identifying familiar objects inside a feely bag; blindfolded tasting; identifying mystery sounds.

 Find simple words and phrases to describe their sensory experiences. Play additional games to encourage description of the senses, for example; describing an object or picture to another child who can't see it; describing subtle differences between very similar objects, sounds, smells.

 Capture language ideas and learning to use and apply in the writing phase.

through modelling. Record by annotating the image.

 Demonstrate the use of a simple dictionary, word lists and other available resources to locate words or improve vocabulary.

 Repeat with contrasting images or for other senses.

 Include incidental writing

 opportunities

and shared composition.

 Plan, draft, edit and review the poem.

 **Produce and publish patterned poems that describe the senses, applying all the learning from the block.**

**Spring**

## Traditional and Fairy Tales

### Statutory Requirements

#### Reading – comprehension

**develop pleasure in reading, motivation to read, vocabulary and understanding by:**

- listening to and discussing a wide range of poems, **stories** and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- discussing word meanings, linking new meanings to those already known

**understand both the books they can already read accurately and fluently and those they listen to by:**

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what has been said and done
- predicting what might happen on the basis of what has been read so far

participate in discussion about what is read to them, taking turns and listening to what others say

explain clearly their understanding of what is read to them

#### Writing-Composition

**Write sentences by:**

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense

discuss what they have written with the teacher or other pupils

read aloud their writing clearly enough to be heard by their peers and the teacher

#### Vocabulary, Grammar and Punctuation

**develop their understanding of the concepts set out in English Appendix 2 by:**

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun ' I '
- learning the grammar for year 1 in English Appendix 2

use the grammatical terminology in English Appendix 2 in discussing their writing

#### Terminology

**letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation, mark**

## English Appendix 2:

### Word

- Regular **plural noun suffixes** –s or –es [for example, *dog, dogs; wish, wishes*], including the effects of these suffixes on the meaning of the noun
- **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping, helped, helper*)
- How the **prefix un-** changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind*, or *undoing: untie the boat*]

### Sentence

- How **words** can combine to make **sentences**
- Joining **words** and joining **clauses** using *and*

### Text

- Sequencing **sentences** to form short narratives

### Punctuation

- Separation of **words** with spaces
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
- Capital letters for names and for the personal **pronoun I**

### Previous Knowledge / Prior Learning

Check that children can already:

Re-enact a story with events in the right order.

Use words and phrases or patterns from texts read when writing their own stories.

Write in complete sentences with capital letters and full stops.

### Suggested Texts

Goldilocks

Goldilocks and just the one Bear- **Leigh Hodgkinson**

The Gingerbread Man

Cinderella

Little Red Riding Hood

Good Little Wolf- **Nadia Shireen**

Princess Smarty Pants- **Babette Cole**

Prince Cinders- Babette Cole

## **Phased Teaching (based on at least 2 blocks of 2-3 weeks)**

### Immersion

-  Read and tell a selection of familiar and less familiar traditional tales (book/audio/video).
-  Identify basic story elements and summarise the plot using 'beginning-middle-end'.
-  Identify the main events in traditional tales, sequencing

### Analysis

-  Identify and display the features of traditional / fairy tales.
-  Focus on particular characters from stories read.
-  Identify information in text about appearance, behaviour, goals and

### Writing / Presentation

-  Write own version of the same or another traditional tale, first through modelled and shared composition.
-  Plan, draft, edit and review.
-  **Produce and publish traditional / fairy tales applying all the learning from the**

<p>them in chronological order using pictures or sentences.</p> <p> Compare stories and draw out typical features: beginnings and endings, story language, characters and plots.</p> <p> Re-enact / retell using pictures, puppets or props. Individuals retell stories for an audience, using story language and organising events in sequence, character voices. Model first.</p> <p> Capture language ideas and learning to be able to use and apply in the writing phase.</p>	<p>characteristics. Make predictions about how a character might behave in different situations.</p> <p> Explore motives and behaviour using hot seating and role-play.</p> <p> Modelling first, write character profiles using pictures, words and captions, based on evidence from text and additional information from role-play.</p> <p> Include incidental writing opportunities.</p>	<p><b>block.</b></p>
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## Instructions

### Statutory Requirements

#### Reading – comprehension

**develop pleasure in reading, motivation to read, vocabulary and understanding by:**

- listening to and discussing a wide range of poems, stories and **non-fiction** at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- discussing word meanings, linking new meanings to those already known

**understand both the books they can already read accurately and fluently and those they listen to by:**

- drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - discussing the significance of the title and events
- participate in discussion about what is read to them, taking turns and listening to what others say  
explain clearly their understanding of what is read to them

#### Writing-Composition

**Write sentences by:**

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- re-reading what they have written to check that it makes sense

discuss what they have written with the teacher or other pupils

read aloud their writing clearly enough to be heard by their peers and the teacher

#### Vocabulary, Grammar and Punctuation

**develop their understanding of the concepts set out in English Appendix 2 by:**

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun ' I '
- learning the grammar for year 1 in English Appendix 2

use the grammatical terminology in English Appendix 2 in discussing their writing

#### Terminology

**letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation, mark**

#### English Appendix 2:

##### Word

- Regular **plural noun suffixes** –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun
- **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. helping, helped, helper)
- How the **prefix un-** changes the meaning of **verbs** and **adjectives** [negation, for example, unkind, or undoing: untie the boat]

##### Sentence

- How **words** can combine to make **sentences**

<ul style="list-style-type: none"> <li>- Joining <b>words</b> and joining <b>clauses</b> using <i>and</i></li> </ul> <p><u>Punctuation</u></p> <ul style="list-style-type: none"> <li>- Separation of <b>words</b> with spaces</li> <li>- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></li> <li>- Capital letters for names and for the personal <b>pronoun</b> /</li> </ul>		
<p><b><u>Previous Knowledge / Prior Learning</u></b></p> <p>Check that children can already:</p> <p>Listen to and follow single instructions, then a series of two and three step instructions.</p> <p>Give oral instructions when playing.</p> <p>Read and follow simple classroom instructions on labels with additional pictures or symbols.</p> <p>Attempt to write instructions on labels, for example , in the role-play area.</p>	<p><b><u>Suggested Texts</u></b></p> <p>Honey Biscuits – <b>Meredith Hooper</b></p> <p>Sticky Little Fingers – <b>Jane Frere</b></p> <p>How to Look After Your Hamster – <b>Colin Hawkins</b></p> <p>A first book of nature- <b>Nicola Davies and Mark Hearld</b></p>	
<p><b>Phased Teaching (based on 2-3 weeks)</b></p>		
<p><b><u>Immersion</u></b></p> <ul style="list-style-type: none"> <li> Demonstrate how to follow a set of instructions e.g. how to print a piece of work, how to take a photograph, how to build a simple model.</li> <li> If applicable, discuss and write simple labels for devices to support carrying out the instructions.</li> <li> Provide opportunities for the children to carry out and discuss the instructions.</li> <li> Model and practise giving oral instructions using simple and consistent instructional language. Try following the steps in a different order to reinforce sequencing.</li> <li> Capture language ideas and learning to use and apply in the writing phase.</li> </ul>	<p><b><u>Analysis</u></b></p> <ul style="list-style-type: none"> <li> The teacher and children read and explore environmental and multi-step instructions together.</li> <li> Identify and display the features of instructions.</li> <li> Include incidental writing opportunities</li> </ul>	<p><b><u>Writing / Presentation</u></b></p> <ul style="list-style-type: none"> <li> Write a sequence of multi-step instructions, first through modelled and then through shared composition.</li> <li> Independently write instructions based on the sequences followed in immersion phase or other experiences.</li> <li> Plan, draft, edit and review the instructions.</li> <li> <b>Produce and publish instructions applying all the learning from the block.</b></li> </ul>

## Stories from a range of Cultures

### **Statutory Requirements**

#### **Reading – comprehension**

**develop pleasure in reading, motivation to read, vocabulary and understanding by:**

- listening to and discussing a wide range of poems, **stories** and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- discussing word meanings, linking new meanings to those already known

**understand both the books they can already read accurately and fluently and those they listen to by:**

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what has been said and done
- predicting what might happen on the basis of what has been read so far

participate in discussion about what is read to them, taking turns and listening to what others say

explain clearly their understanding of what is read to them

#### **Writing-Composition**

**Write sentences by:**

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense

discuss what they have written with the teacher or other pupils

read aloud their writing clearly enough to be heard by their peers and the teacher

#### **Vocabulary, Grammar and Punctuation**

**develop their understanding of the concepts set out in English Appendix 2 by:**

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun ' I '
- learning the grammar for year 1 in English Appendix 2

use the grammatical terminology in English Appendix 2 in discussing their writing

#### **Terminology**

**letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation, mark**

#### **English Appendix 2:**

Word

- Regular **plural noun suffixes** –s or –es [for example, *dog, dogs; wish, wishes*], including the effects of these suffixes on the meaning of the noun
- **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping, helped, helper*)
- How the **prefix un-** changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind, or undoing: untie the boat*]

Sentence

- How **words** can combine to make **sentences**
- Joining **words** and joining **clauses** using *and*

Text

- Sequencing **sentences** to form short narratives

Punctuation

- Separation of **words** with spaces
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
- Capital letters for names and for the personal **pronoun** /

**Previous Knowledge / Prior Learning**

Check that children can already:  
 Experiment with sounds, words and texts when making up their own stories and rhymes.  
 Take turns in group discussions.  
 Identify the characters, settings and main events in a story.  
 Write a complete sentence using a capital letter and full stop.

**Suggested Texts**

Handa’s Surprise - **Eileen Browne**  
 A Balloon for Grandad - **Nigel Gray**  
 The Honey Hunters - **Francesca Martin**  
 The Tiger Child - Joanna Troughton  
 Tortoise’s Dream - **Joanna Troughton**  
 Bringing the Rain to Kapiti Plain – **Verna Aardama**

**Phased Teaching (based on 2-3 weeks)**

**Immersion**

-  Tell/Read stories from other cultures with predictable and patterned language.
-  Identify and talk about the effect of patterns of language and repeated words and phrases.
-  Join in with and recite parts of or whole stories.
-  Demonstrate how to discuss a book, identifying main characters, events, familiar/unfamiliar settings and looking for patterns in the text.

**Analysis**

-  Identify and display the features of stories from other cultures.
-  Use language play to orally explore, adapt and invent words, sentences or lines based on patterns in familiar stories.
-  Demonstrate and then children write new sentences based on the patterns explored.

**Writing / Presentation**

-  Model re-telling an innovated version of one of the stories, using a story map to support the retelling.
-  Write the new story, first through modelled and then through shared composition.
-  Children independently tell and write their own sentences for the whole or part

<p> Work as part of a group to discuss a book and then report back to the class.</p> <p> Capture language ideas and learning to use and apply in the writing phase.</p>	<p> Include incidental writing opportunities.</p>	<p>of their story, incorporating ideas from earlier on in the unit and drama.</p> <p> Plan, draft, edit and review.</p> <p> <b>Produce and publish a story from another culture applying all the learning from the block.</b></p>
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## Poetry – Pattern and Rhyme

### Statutory Requirements

#### Reading – comprehension

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of **poems, stories** and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- recognising and joining in with predictable phrases
- discussing word meanings, linking new meanings to those already known

understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - discussing the significance of the title and events
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

#### Writing-Composition

Write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- re-reading what they have written to check that it makes sense

discuss what they have written with the teacher or other pupils

read aloud their writing clearly enough to be heard by their peers and the teacher

#### Vocabulary, Grammar and Punctuation

develop their understanding of the concepts set out in English Appendix 2 by:

- leaving spaces between words
- joining words and joining clauses using and
- using a capital letter for names of people, places, the days of the week, and the personal pronoun ' I '
- learning the grammar for year 1 in English Appendix 2

use the grammatical terminology in English Appendix 2 in discussing their writing

#### Terminology

**letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation, mark**

#### English Appendix 2:

##### Word

- Regular **plural noun suffixes** *-s* or *-es* [for example, *dog, dogs; wish, wishes*], including the effects of these suffixes on the meaning of the noun
- **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping, helped, helper*)
- How the **prefix un-** changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind, or undoing: untie the boat*]

##### Sentence

- How **words** can combine to make **sentences**

<ul style="list-style-type: none"> <li>- Joining <b>words</b> and joining <b>clauses</b> using <i>and</i></li> </ul> <p><u>Text</u></p> <ul style="list-style-type: none"> <li>- Sequencing <b>sentences</b> to form short narratives</li> </ul> <p><u>Punctuation</u></p> <ul style="list-style-type: none"> <li>- Separation of <b>words</b> with spaces</li> <li>- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></li> <li>- Capital letters for names and for the personal <b>pronoun</b> /</li> </ul>		
<p><b>Previous Knowledge / Prior Learning</b></p> <p>Check that children can already:</p> <p>Experiment with sounds, words and texts when making up their own stories and rhymes.</p> <p>Take turns in group discussions.</p> <p>Listen to poems being read and talk about likes and dislikes - including the words used.</p> <p>Join in with class rhymes and poems.</p>	<p><b>Suggested Texts</b></p> <p>Giraffes Can't Dance - <b>Giles Andreae</b></p> <p>Rumble in the Jungle – Giles Andreae</p> <p>Room on the Broom ,Gruffalo, Gruffalo's Child, Charlie Cooks</p> <p>Favourite Books etc - <b>Julia Donaldson</b></p> <p>Not Last Night But The Night Before - <b>Colin McNaughton</b></p> <p>Down by the cool of the pool-<b>Tony Mitton &amp; Guy Parker Rees</b></p> <p>Tanka Tanka Skunk- <b>Steve Web</b></p>	
<p><b>Phased Teaching (based on 1-2 weeks)</b></p>		
<p><b>Immersion</b></p> <ul style="list-style-type: none"> <li> Hear, read and respond to rhymes and simple patterned stories.</li> <li> Explore the different patterns created, both by the ways sounds, words and phrases are used and sequenced, and by the way the text is laid out on page or screen.</li> <li> Join in with and 'perform' the rhymes in a variety of ways, including where appropriate singing, adding music, rhythms or sounds, doing actions and acting out.</li> <li> Capture language ideas and learning to be able to use and apply in the writing phase.</li> </ul>	<p><b>Analysis</b></p> <ul style="list-style-type: none"> <li> Identify and display the features of rhymes and patterned stories.</li> <li> Model and explore writing in several different patterned forms, as shared composition, for example, making up silly couplets or verses based on rhyme, or on repeated sounds, words or phrases.</li> <li> Focus on playing with language</li> <li> Include incidental writing opportunities.</li> </ul>	<p><b>Writing / Presentation</b></p> <ul style="list-style-type: none"> <li> Write a simple patterned text, through modelled and shared composition.</li> <li> Children independently write their own simple patterned texts (on paper or on screen), developing their writing by adding a few further words or phrases, following a specific pattern or within an appropriate frame.</li> <li> Plan, draft, edit and review.</li> <li> <b>Produce and publish poems applying all the learning from the block.</b></li> </ul>



**Summer**

## Stories with a fantasy setting

### Statutory Requirements

#### Reading – comprehension

**develop pleasure in reading, motivation to read, vocabulary and understanding by:**

- listening to and discussing a wide range of poems, **stories** and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with **key stories**, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- discussing word meanings, linking new meanings to those already known

**understand both the books they can already read accurately and fluently and those they listen to by:**

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what has been said and done
- predicting what might happen on the basis of what has been read so far

participate in discussion about what is read to them, taking turns and listening to what others say

explain clearly their understanding of what is read to them

#### Writing-Composition

**Write sentences by:**

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense

discuss what they have written with the teacher or other pupils

read aloud their writing clearly enough to be heard by their peers and the teacher

#### Vocabulary, Grammar and Punctuation

**develop their understanding of the concepts set out in English Appendix 2 by:**

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun ' I '
- learning the grammar for year 1 in English Appendix 2

use the grammatical terminology in English Appendix 2 in discussing their writing

#### Terminology

**letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation, mark**

## English Appendix 2:

### Word

- Regular **plural noun suffixes** –s or –es [for example, *dog, dogs; wish, wishes*], including the effects of these suffixes on the meaning of the noun
- **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping, helped, helper*)
- How the **prefix un-** changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind*, or *undoing: untie the boat*]

### Sentence

- How **words** can combine to make **sentences**
- Joining **words** and joining **clauses** using *and*

### Text

- Sequencing **sentences** to form short narratives

### Punctuation

- Separation of **words** with spaces
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
- Capital letters for names and for the personal **pronoun I**

### Previous Knowledge / Prior Learning

Check that children can already:

Offer opinions about a specific author's work.

Understand the concept of a simple sentence.

### Suggested Texts

Aliens in Underpants Save the World etc - **Clare Freedman and Ben Cort**

Mungo and the Spiders from Space- **Timothy Knapman**

Dougal's Deep Sea Diary – **Simon Bartram**

Man on The Moon - A Day in the Life of Bob – **Simon Bartram**

Where the Wild Things Are – **Maurice Sendak**

Who Are You, Stripy Horse?- **Jim Helmore & Karen Wall**

## Phased Teaching (based on 2-3 weeks)

### Immersion

-  Read, compare and contrast a range of fantasy world settings from different text sources.
-  Identify objects found in the settings that make them different from the world around us.
-  Predict possible events in further reading based on prior experience of stories with fantasy settings.
-  Create fantasy settings using knowledge from shared reading.
-  Capture language ideas and learning to use and apply in

### Analysis

-  Analyse how characters respond to events/interact with settings and objects.
-  Use drama techniques to support the children's understanding of the characters and to generate their own ideas. Capture using digital photographs to support future writing outcomes.
-  Identify and display the features of stories with a fantasy setting, particularly

### Writing / Presentation

-  Use previously generated or new visual fantasy backgrounds to develop and draw ideas. Incorporate ideas from earlier on in the unit.
-  Children independently write sentences to complement the visual texts, through modelled and supported composition.
-  Plan, tell, draft, edit and review.
-  **Produce and publish stories with a**

the writing phase.

focusing on problem and resolution.

-  Children orally compose an adventure narrative through role-play.
-  Use the visual, oral and written ideas previously generated, ensuring the events are organised sequentially into problem and resolution.
-  Include incidental writing opportunities.

**fantasy setting applying all the learning from the block.**



## Information Texts

### Statutory Requirements

#### Reading – comprehension

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and **non-fiction** at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- discussing word meanings, linking new meanings to those already known

understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - discussing the significance of the title and events
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

#### Writing-Composition

Write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- re-reading what they have written to check that it makes sense

discuss what they have written with the teacher or other pupils

read aloud their writing clearly enough to be heard by their peers and the teacher

#### Vocabulary, Grammar and Punctuation

develop their understanding of the concepts set out in English Appendix 2 by:

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun ' I '
- learning the grammar for year 1 in English Appendix 2

use the grammatical terminology in English Appendix 2 in discussing their writing

#### Terminology

**letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation, mark**

#### English Appendix 2:

##### Word

- Regular **plural noun suffixes** –s or –es [for example, *dog, dogs; wish, wishes*], including the effects of these suffixes on the meaning of the noun
- **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping, helped, helper*)
- How the **prefix un-** changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind, or undoing: untie the boat*]

### Sentence

- How **words** can combine to make **sentences**
- Joining **words** and joining **clauses** using *and*

### Punctuation

- Separation of **words** with spaces
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
- Capital letters for names and for the personal **pronoun I**

### Previous Knowledge / Prior Learning

Check that children can already:

Understand that some books contain stories while others give information.

Read and write simple captions.

Join in with saying the alphabet.

### Suggested Texts

Houses and Homes – **Anne Morris**

The Emperor’s Egg – **Martin Jenkins**

Green and Croaky – **Moira Butterfield**

Eyes, Nose, Fingers and Toes – **Judy Hindley**

A first book of nature- **Nicola Davies and Mark Hearld**

Space- **Sarah Powell** (Priddy books)

## **Phased Teaching (based on 2-3 weeks)**

### Immersion

 Using another curriculum area as a starting point, for example history, model how to pose questions and encourage children to ask their own questions. In shared reading, use information books (or ICT sources) to find answers, exploring how to use contents, index and glossary sections.

 Link to practical opportunities to develop knowledge and understanding of the curriculum area under focus, for example, by comparing old and new toys and discussing or comparing healthy and unhealthy foods..

 Discuss differences between fact and fiction.

 Capture language ideas and learning (including from the practical work) to use and apply in the writing phase. Record the information as a list, chart or spidergram, as appropriate

### Analysis

-  Identify and display the key features of simple information texts.
-  Use talk for writing, with digital pictures/other sources, to remind children of content, and practise composing sentences orally in the style of the text.
-  Include incidental writing opportunities.

### Writing / Presentation

-  Model writing own page for an information book.
-  Children write their own page for an information book.
-  Use prepared layouts, digital photographs and captured language and learning from earlier in the unit to support the writing as appropriate.
-  Support children in using the style as they write about a different theme, for example, wheeled toys.
-  This work could be repeated and applied in other subject areas.
-  Plan, draft, edit and review.
-  **Produce and publish information texts applying all the learning from the block.**

## Recounts – Fact / Fiction

### Statutory Requirements

#### Reading – comprehension

**develop pleasure in reading, motivation to read, vocabulary and understanding by:**

- listening to and discussing a wide range of poems, stories and **non-fiction** at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- discussing word meanings, linking new meanings to those already known

**understand both the books they can already read accurately and fluently and those they listen to by:**

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what has been said and done
- predicting what might happen on the basis of what has been read so far

participate in discussion about what is read to them, taking turns and listening to what others say

explain clearly their understanding of what is read to them

#### Writing-Composition

**Write sentences by:**

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense

discuss what they have written with the teacher or other pupils

read aloud their writing clearly enough to be heard by their peers and the teacher

#### Vocabulary, Grammar and Punctuation

**develop their understanding of the concepts set out in English Appendix 2 by:**

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun ' I '
- learning the grammar for year 1 in English Appendix 2

use the grammatical terminology in English Appendix 2 in discussing their writing

#### Terminology

**letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation, mark**

#### English Appendix 2:

Word

- Regular **plural noun suffixes** –s or –es [for example, *dog, dogs; wish, wishes*], including the effects of these suffixes on the meaning of the noun
- **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping, helped, helper*)
- How the **prefix un-** changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind, or undoing: untie the boat*]

#### Sentence

- How **words** can combine to make **sentences**
- Joining **words** and joining **clauses** using *and*

#### Punctuation

- Separation of **words** with spaces
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
- Capital letters for names and for the personal **pronoun** /

#### Previous Knowledge / Prior Learning

Check that children can already:

Listen attentively to recounts and recall some details including the correct ordering of events.

Ask relevant questions and speak about their own experiences.

Discuss ideas confidently with a response partner.

#### Suggested Texts

Farmer Duck – **Martin Waddell**

Jody’s Beans – **Malachy Doyle**

The Very Hungry Caterpillar – **Eric Carle**

### **Phased Teaching (based on 2-3 weeks)**

#### Immersion

-  Tell and read simple recounts of events or observations.
-  Identify, discuss and display common features of recounts
-  Compare and contrast recounts with narrative texts.
-  Children independently sequence a visual recount (e.g. photographs, skeleton planner) of a familiar event based on a shared experience from across the curriculum.
-  Model how to make class notes to support each stage of the final sequence.
-  Capture language ideas and learning to be able to use and apply in the writing phase.

#### Analysis

-  Revisit the features of recounts.
-  Model how to orally compose a recount using language features such as connecting words and appropriate detail.
-  Children orally compose a recount using language features such as connecting words and appropriate detail.
-  Use photographs/skeleton plan to support oral versions.
-  Plan, draft, edit, present and review the recounts.
-  Include incidental writing opportunities.

#### Writing / Presentation

-  Model how to change their oral recounts into writing.
-  Children change their oral recounts into writing.
-  Plan, draft, edit and review.
-  **Produce and publish recounts applying all the learning from the block.**

## Poetry – Poems on a Theme

### **Statutory Requirements**

#### **Reading – comprehension**

**develop pleasure in reading, motivation to read, vocabulary and understanding by:**

- listening to and discussing a wide range of **poems**, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- recognising and joining in with predictable phrases
- discussing word meanings, linking new meanings to those already known

**understand both the books they can already read accurately and fluently and those they listen to by:**

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what has been said and done
- predicting what might happen on the basis of what has been read so far

participate in discussion about what is read to them, taking turns and listening to what others say

explain clearly their understanding of what is read to them

#### **Writing-Composition**

**Write sentences by:**

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- re-reading what they have written to check that it makes sense

discuss what they have written with the teacher or other pupils

read aloud their writing clearly enough to be heard by their peers and the teacher

#### **Vocabulary, Grammar and Punctuation**

**develop their understanding of the concepts set out in English Appendix 2 by:**

- leaving spaces between words
- joining words and joining clauses using and
- using a capital letter for names of people, places, the days of the week, and the personal pronoun ' I '
- learning the grammar for year 1 in English Appendix 2

use the grammatical terminology in English Appendix 2 in discussing their writing

#### **Terminology**

**letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation, mark**

## **English Appendix 2:**

### **Word**

- Regular **plural noun suffixes** –s or –es [for example, *dog, dogs; wish, wishes*], including the effects of these suffixes on the meaning of the noun
- **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping, helped, helper*)
- How the **prefix un-** changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind*, or *undoing: untie the boat*]

### **Sentence**

- How **words** can combine to make **sentences**
- Joining **words** and joining **clauses** using and

### **Punctuation**

- Separation of **words** with spaces
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**
- Capital letters for names and for the personal **pronoun I**

### **Previous Knowledge / Prior Learning**

Check that children can already:

Join in with class rhymes and poems.

Experiment with sounds, words and texts when making up their own poems, stories and rhymes.

Listen to poems being read and talk about likes and dislikes - including the words used.

### **Suggested Texts**

Families

– **Michael Rosen**

[http://www.michaelrosen.co.uk/hyp\\_me.html](http://www.michaelrosen.co.uk/hyp_me.html)

My Mum

My Dad

Me and My Brother

<http://www.poemhunter.com/poems/family/page-3>

Food

Chocolate Cake - Michael Rosen

Christmas Poems – **Jill Bennett**

Tanka Tanka Skunk. – **Steve Web**

A first book of nature- **Nicola Davies and Mark Hearld**

Commotion in the Ocean- **Giles Andreae and David Wojtowycz**

## Phased Teaching (based on 1-2 weeks)

### Immersion

-  Hear, read and respond to a range of simple poems on a shared theme, possibly linked to another curriculum area.
-  Encourage discussion to include personal response, patterns, connections to previous experiences, similarities and differences.
-  Join in with and 'perform' the poems in a variety of ways, including where appropriate singing, adding music, rhythms or sounds, actions and acting out.
-  Capture language ideas and learning to use and apply in the writing phase.

### Analysis

-  Analyse and display features of the poems explored.
-  Collect words and phrases linked to a theme. Provided stimulus and support through first-hand experience and through images, sounds, music, etc.
-  Explore through modelling and shared composition, making up simple couplets and verses based around them.
-  Sometimes use simple models from the immersion phase as a frame for writing.
-  Focus on language choices to further developing children's vocabulary.
-  Build upon earlier work on the senses, and consider what things are actually 'like', as well as more fanciful ideas.
-  Include incidental writing opportunities.

### Writing / Presentation

-  Model how to write own simple patterned poem/s based on a theme.
-  Children write their own simple patterned poem/s based on a theme.
-  Use models and ideas from previous phases e.g. use the same rhythms and patterns but change the words or themes.
-  Plan, tell, draft, edit and review.
-  **Produce and publish poems applying all the learning from the block.**





# Appendix



# Immersion Strategies

## Strategies to Immerse Children in a Text Type

The following approaches are really effective in developing children's responses to a text type through developing their vocabulary, drama skills, speaking and listening, rehearsal and oral retelling. If captured, this will lead to application of these skills in their written presentation at the end of the text type block.

### Storyboards

Put 6-8 pictures from a story onto A3 landscape format (3x2 or 4x2). If these are laminated they can be re-used throughout the block/by another class or year group. Try to build these up over the year/school so they can become a resource for colleagues to dip into or use for blocks of work. They can also be used in reading for pleasure sessions as a visual text.

Pre-telling the story is using the storyboard before having read the story. This can be a quick or longer strategy depending on how you want to use it. The children can orally tell the story, add notes on post-its to stick onto their storyboard or develop sentences/paragraphs to write their own version of the story. If a complete story is written it is really good to compare this to the original text.

Re-telling the story is using the storyboard to prompt after reading story to the children.

Storyboards are an effective and efficient way of using the same resource to differentiate. When the children are using the storyboard, they can have challenging prompts focusing on language structure, vocabulary or punctuation appropriate to their next steps e.g. one group focuses on using conjunctions and, then, because; another group has adverbs to include; another group has to use fronted adverbial phrases.

### Role on the Wall

A character outline is shared with the children (A4, A3 or life-size-draw round one of your children on wallpaper). The children then describe what the character looks like on the outside of the outline and what the character feels on the inside. This can be used at different points in a story to allow the children to consider how feelings of characters can change during a story.

### **Barrier Game**

Before seeing a setting or character the teacher describes what it or they look like and the children have to draw their interpretation. The focus is on the accuracy of the words used by the describer and the listening skills of the drawer, rather than the drawing ability of the children. This can also be done in pairs with one child being the describer and the other the drawer.

### **Babble Gabble**

This is a fun, frenetic way of getting the children to summarise the key points of a story/section of a story. After hearing part or all of a story the children work in pairs. First child has 1 minute to retell the story. Second child then retells story in 30 seconds. First child then retells in 15 seconds. Second child then has 10 seconds. As the time shortens you will notice a speeding up of talking and more use of gestures in the retelling.

### **Phone Conversation**

On the carpet get the children to sit back to back and hold their hands to their mouth and ear as if holding an invisible phone so they can have a conversation in-role. Good for getting the children to think like a character and respond to questions from another character in a story or a reporter. The children can swap characters and repeat, adding to what their partner has started with, or going in a different direction completely.

### **Snowstorm**

This is a great way to help children recall events or facts and learn from each other. Having already heard a story or part the children write down one thing they remember about the story/character/setting/feature (non-fiction/poetry) on a piece of paper (scrap is fine). Next they scrunch it up into a snowball and throw into the middle of the carpet or table (depending on space available). Each child picks up a snowball, unfolds, reads information and adds to it. This can be repeated as long as the children can think of other things to write down. This is a good strategy to use when reviewing any learning e.g. Science, Geography, History, RE, DT.

### **Conscience Alley**

When reading a text, stop at a point when one of the characters has a decision to make. Discuss what that choice is and get the children to decide whether they want to be on the side for or against doing something. Make two lines (one for and one against) with a gap in the middle and then walk down the middle listening to the children's reasons. At the end of the line make your decision, based on how persuasive the lines were and give reasons for how you reached your decision. The children can have a go at being the character next time. This supports all abilities, as less confident children can use/develop ideas already heard and you can challenge more able children to come up with more ideas or better ways of putting the idea.

### **Freeze Frame**

First, model with one group, in front of the class. Choose children to be characters at a specific point in the story, get them to position themselves and then freeze in position. Teacher then goes into the frame and asks each character how they are feeling/ what they are going to do next. All the children can work in character in groups to do this- they can all be at the same point, or allocated different key points in the story. Teacher then goes around the groups asking them questions in-role.

### **Jigsaw**

Each group is given a specific aspect to research e.g. in an author study might be home life, growing up, influences, books written etc. Each group produces a poster/info sheet. Once this is complete, one person stays with the poster and the rest of the group move round to another group to make notes and learn about a different aspect. The person left behind is the 'expert' who has to answer questions/explain anything the other groups ask as they move around. This is repeated until they have been around all the groups. Then each group has to produce a range of posters, using the notes they have taken, on all the different aspects covered, thus learning from each other. These can be evaluated and the most effective ones displayed. This is also a really useful cross-curricular strategy.

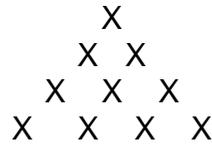
### **Spies and Envoys**

This is a good way to review learning. In groups of 4-6 children create a poster on all they have learned/know about a text type or focus e.g. Non-fiction texts or Michael Morpurgo author study. The group chooses one person to be a spy, who has to go and steal information from other group posters and then bring it back to add to their own poster, thus learning from each other and recognising gaps in their own information, which they can use to improve.

Envoys use higher-order skills, as when they go to another group they have to look at the poster, decide what they want to take back and use. Then they have to think of something on their poster that they will trade for this new information. This has to be agreed with the other group and then they can take it back and use it on their own poster. If there is nothing they want off the other group's poster, they move on to the next group and don't offer any information to that group.

### **Pyramid Game**

This is a way of getting the children to consider the importance of events, features or facts. Children are given/write down 10 events/features or facts (depending on text type). They then have to order them with the most important at the top of the pyramid and the least important on the bottom row e.g.



They can then discuss their reasons for putting cards in particular order, with a view to being able to change their mind if they think their partner/group has a better reason for putting them in different order. The children don't have to reach full agreement on every point, as with stories they can interpret them differently and with non-chronological reports the order is down to the writer too. This can be done in pairs, groups or whole class and leads to really good discussion and development of their reasoning skills to justify choices.

### **Mind Maps**

These can be used to capture ideas around a story, for research in non-fiction and for looking at different aspects of a poem. The block title goes in the centre, then different aspects such as setting, characters, build up, problem, resolution, vocab- own and magpied words and phrases. This is a good way to capture the learning in the immersion phase and can be added to in the plenary. This can then be added to with the analysis phase of the block and, in essence becomes the plan for writing in the text type during the writing and presentation phase. It can also be used as an assessment tool for the children, with an expectation that they look back at it and use some of the words and phrases within the features of the text type.

### **Magpies**

All writers are magpies who steal words and phrases they hear, to use in their own writing. This is a great chance to share ideas in the plenaries throughout the session and to record their own ideas for vocabulary and phrases and then magpie-ing one or two from others. Teachers can model this when discussing ideas that they are putting up on to their working wall, then stealing some from the children to put up too and then modelling how to use these when they come to the writing/presentation phase of the block.

### KWL Grids

These are a good way of starting with what the children already **know** about a new text type for the teacher to decide what the gaps in learning are and what they need to focus on. They are an opportunity for the children to help direct the learning through thinking about **what they want to learn** which can be discussed and agreed with the teacher at the beginning of the block. Then at the end of the block to review what they have **learned e.g.**

K	W	L

# Possible Cross Curricular links

## Opportunities for applying the skills in writing across the curriculum

	English	Maths	Maths (Continuous)	Science	History	Geography	Computing	Art and Design	Design and Technology	Modern Foreign Languages	Music	Physical education
<b>Year 1</b>	Labels, lists and captions	Number and place value		Working scientifically	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	name and locate the world's seven continents and five oceans	understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	using a range of materials to design and make products using drawing, painting and sculpture to share their ideas, experiences and imagination	<b>Design</b> design purposeful, functional, appealing products for themselves and other users based on design criteria		use their voices expressively and creatively by singing songs and speaking chants and rhymes	master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
<b>Autumn</b>	Stories with familiar setting  recount – dictionary  Poetry – using the senses	Addition and subtraction  Multiplication and division	Problem Solving, reasoning and communication	Plants		name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas			generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology			
<b>Spring</b>	traditional and fairy tales  instruction  Stories from a range of cultures  poetry – pattern and rhyme	Fractions  Measures  Calculation	Problem Solving, reasoning and communication	Animals including humans  Everyday materials	events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)	understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	create and debug simple programs		<b>Make</b>  select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing  select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics		play tuned and untuned instruments musically	participate in team games, developing simple tactics for attacking and defending
<b>Summer</b>	stories with a fantasy setting  information text  recount – fact / fiction  poetry – poems on a theme	Geometry  Properties of shape  Position direction and motion  Calculation	Problem Solving, reasoning and communication	Light  Seasonal changes		identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the	use logical reasoning to predict the behaviour of simple programs		<b>Evaluate</b>  explore and			perform dances using simple movement patterns.

						Equator and the North and South Poles			<p>evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge</b></p> <p>build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.</p>			
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