

Fiction Unit 1.1 *Guess What?*

About this unit:

The children predict how the different stories will end, & then retell them in their own words. They focus on characters & ask questions about them, & they link the characters' experiences to their own using drama & role-play. They then decide which story they liked most & give reasons for their choice. The children compose sentences orally, with the teacher modelling correct punctuation, & go on to write their own compositions about a visit to a farm & the diary of a dragon. In the main writing task, they plan, storyboard, orally re-tell & write 'My Hedgehog Story', & then review & evaluate it with their peers.

Stimulus synopsis: *Class Two at the Zoo / Who's Our New Teacher? / Aaaarrgghh, Spider!*

Class Two at the Zoo

On the day Class Two went to the zoo, they saw a koala kissing a kangaroo. They saw a giraffe having a laugh. But they didn't see the anaconda. Watch the anaconda slide from the water & make a meal of Class Two as they walk around the zoo.

Who's Our New Teacher?

The summer holidays are over. Jack & his friends are going back to school. This term is going to be different – they are getting a new teacher! Everyone wonders what the new teacher will be like. Some say she is batty. Others say she is ratty. But can she really be that bad?

Aaaarrgghh, Spider!

All Spider wants is to belong to a family. The trouble is, she scares everyone too much! Poor Spider. How will she ever get people to like her?

Spelling list:

[F AR 1.1.1 Spelling List: Guess What?](#)

Recommended grammar activities:

New: [Y1_01 Introducing sentences](#)
[Y1_02 Sentence structure](#)
[Y1_03 Introducing punctuation](#)

Other sessions available in the [Lesson Bank](#):

Comprehension 9 : *Class Two at the Zoo; Who's Our New Teacher?; Aaaarrgghh, Spider!*

- Link what they read to their own experiences

		Day 1	Day 2	Day 3	Day 4	Day 5	
		Comprehension 1 <i>Predictions</i> <i>Link what they read to their own experiences</i>	Comprehension 2 <i>Retell the story in their own words</i>	Comprehension 3 <i>Inference & prediction</i>	Short composition 1: Day 1 <i>Compose a sentence orally before writing it down</i>	Short composition 1: Day 2 <i>Compose a sentence orally before writing it down</i>	
Objective							
Week 1		Listen to & discuss a wide range of text types; Be encouraged to link what they read or hear read to their own experiences; Discuss significance of title & events; Make predictions	Recognise & join in with predictable phrases; Draw on what they already know/background information/vocabulary provided by teacher	Draw on what they already know/background information/vocabulary provided by teacher; Make inferences	Say out loud what they are going to write about; Compose a sentence orally before writing it; Leave spaces between words; Begin to punctuate sentences; Use a capital letter for names of people, places, the days of the week, & the personal pronoun 'I'; Use the grammatical terminology in Appendix 2 in discussing their writing	Compose a sentence orally before writing it; Sequence sentences to form short narratives; Re-read what they have written to check that it makes sense; Leave spaces between words; Begin to punctuate sentences; Use a capital letter for names of people, places, the days of the week, & the personal pronoun 'I'; Use the grammatical terminology in Appendix 2 in discussing their writing	
	Spoken Language						
		Articulate & justify answers; Give well-structured descriptions, explanations & narratives	Listen & respond appropriately; Gain the interest of the listener	Ask relevant questions; Build their vocabulary; Speculate, hypothesise, imagine & explore ideas; Select & use appropriate registers	Listen & respond appropriately; Speak audibly & fluently using Standard English	Speak audibly & fluently using Standard English	
	Success Criteria						
		I can make predictions I can link what I read to my own experiences	I can retell the story in my own words	I can make inference and prediction	I can compose a sentence orally before writing it down	I can compose a sentence orally before writing it down	

		Day 6	Day 7	Day 8	Day 9	Day 10		
		Comprehension 4 <i>Inference & prediction</i> Link what they read to their own experiences	Comprehension 5 <i>Inference & prediction</i> Retell the story	Comprehension 6 <i>Inference & prediction</i> Link what they read to their own experiences	Comprehension 7 <i>Inference & prediction</i>	Short composition 2 Compose a sentence orally before writing it down Sequence sentences to form a narrative		
Objective								
Week 2		Listen to & discuss a wide range of text types; Be encouraged to link what they read or hear read to their own experiences; Discuss significance of title & events; Make predictions	Become very familiar with key stories & retelling them; Make inferences	Be encouraged to link what they read or hear read to their own experiences; Discuss significance of title & events; Make inferences; Make predictions	Recognise & join in with predictable phrases; Make inferences; Make predictions	Compose a sentence orally before writing it; Sequence sentences to form short narratives; Leave spaces between words; Begin to punctuate sentences; Use a capital letter for names of people, places, the days of the week, & the personal pronoun 'I'; Use the grammatical terminology in Appendix 2 in discussing their writing		
		Spoken Language						
		Articulate & justify answers; Participate actively in conversations	Ask relevant questions; Build their vocabulary; Speak audibly & fluently using Standard English; Gain the interest of the listener	Speculate, hypothesise, imagine & explore ideas; Consider & evaluate different viewpoints	Speculate, hypothesise, imagine & explore ideas; Consider & evaluate different viewpoints	Listen & respond appropriately; Speak audibly & fluently using Standard English		
		Success Criteria						
		I can make inference and prediction I can link what I read to my own experiences	I can make inference and prediction I can retell the story	I can make inference and prediction I can link what I read to my own experiences	I can make inference and prediction	I can compose a sentence orally before writing it down I can sequence sentences to form a narrative		

		Day 11	Day 12	Day 13	Day 14	Day 15	
		Comprehension 4 <i>Inference & prediction</i> Link what they read to their own experiences	Comprehension 5 <i>Inference & prediction</i> Retell the story	Comprehension 6 <i>Inference & prediction</i> Link what they read to their own experiences	Comprehension 7 <i>Inference & prediction</i>	Short composition 2 <i>Compose a sentence orally before writing it down</i> Sequence sentences to form a narrative	
Objective							
Week 3		Listen to & discuss a wide range of text types; Be encouraged to link what they read or hear read to their own experiences; Discuss significance of title & events	Say out loud what they are going to write about; Compose a sentence orally before writing it; Leave spaces between words; Begin to punctuate sentences; Use a capital letter for names of people, places, the days of the week, & the personal pronoun 'I'; Use the grammatical terminology in Appendix 2 in discussing their writing	Compose a sentence orally before writing it; Sequence sentences to form short narratives; Leave spaces between words; Begin to punctuate sentences; Use a capital letter for names of people, places, the days of the week, & the personal pronoun 'I'; Use the grammatical terminology in Appendix 2 in discussing their writing	Compose a sentence orally before writing it; Sequence sentences to form short narratives; Leave spaces between words; Begin to punctuate sentences; Use a capital letter for names of people, places, the days of the week, & the personal pronoun 'I'; Use the grammatical terminology in Appendix 2 in discussing their writing	Re-read 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; Leave spaces between words; Begin to punctuate sentences; Use a capital letter for names of people, places, the days of the week, & the personal pronoun 'I'; Use the grammatical terminology in Appendix 2 in discussing their writing	
	Spoken Language						
		Articulate & justify answers	Listen & respond appropriately	Listen & respond appropriately; Gain the interest of the listener	Speak audibly & fluently using Standard English	Ask relevant questions; Build their vocabulary; Participate actively in conversations	
	Success Criteria						
		I can link what I read to my own experiences	I can compose a sentence orally before writing it down I can sequence sentences to form a narrative	I can compose a sentence orally before writing it down I can sequence sentences to form a narrative	I can compose a sentence orally before writing it down I c sequence sentences to form a narrative	I can evaluate what I have written and make improvements	