

Year 1 Spring 1:

English			
Key Learning			
Unit	Classic Stories	Instructions	Traditional Rhymes
Outcome	<ul style="list-style-type: none"> Narrative based on model text with innovation of character(s) and setting. 	<ul style="list-style-type: none"> A simple set of instructions. 	<ul style="list-style-type: none"> A simple rhyme based on a traditional rhyme.
Possible Duration	<ul style="list-style-type: none"> 2-3 weeks. 	<ul style="list-style-type: none"> 2-3 weeks. 	<ul style="list-style-type: none"> 1 week.
Key Learning Reading	<ul style="list-style-type: none"> Make predictions based on what has been read so far. Discuss the title and how it relates to the whole story. Identify and discuss the main events in stories. Identify and discuss the main characters in stories. Apply phonic knowledge when reading. Read words containing <i>-ed</i>, <i>-er</i> and <i>-est</i>. Use patterns and repetition to support oral retelling. Give opinions and support with reasons. 	<ul style="list-style-type: none"> Listen to a range of instructions. Recall specific information in texts. Introduce and discuss key vocabulary. Check that texts make sense while reading and self-correcting. Listen to others. Take turns. Explain clearly their understanding of what is read to them. Read aloud accurately texts that are consistent with their developing phonic knowledge. 	<ul style="list-style-type: none"> Listen to a range of poems. Recognise and join in with language patterns and repetition. Recite rhymes and poems by heart. Use patterns and repetition to support oral retelling. Make personal reading choices and explain reasons for choices. Introduce and discuss key vocabulary. Listen to what others say.
Key Learning Writing	<ul style="list-style-type: none"> Orally compose every sentence before writing. Reread every sentence to check it makes sense. Punctuate simple sentences with capital letters and full stops. Say, and hold in memory whilst writing, simple sentences which makes sense. Sequence events in order. Identify and use exclamation marks. Add suffixes to verbs where no spelling change is needed to the root word, e.g. <i>pull – pulled</i>. 	<ul style="list-style-type: none"> Write simple sentences that can be read by themselves and others. Punctuate simple sentences with capital letters and full stops. Reread every sentence to check it makes sense. Orally plan and rehearse ideas. Sequence ideas in order. Write in different forms with simple text features e.g. instructions. Read aloud their writing to adults and peers. 	<ul style="list-style-type: none"> Orally plan and rehearse ideas. Write poems with simple structures. Write simple sentences that can be read by themselves and others. Use capital letters for names of people. Separate words with finger spaces. Use their phonic knowledge when spelling any unfamiliar words. Read aloud their writing to adults and peers.
Suggested Texts	<ul style="list-style-type: none"> The Enormous Turnip. The Tale of Peter Rabbit by Beatrix Potter. Jack and the Beanstalk. Oliver’s Vegetables by Vivian French. 	<ul style="list-style-type: none"> Instructions for making cress heads from the CBeebies website (here). Instructions for growing a bean plant from The Great Grub Club website (here). Recipes from the CBeebies website (here). A range of instruction texts suitable to Year One. 	<ul style="list-style-type: none"> Mary, Mary Quite Contrary on the Lit2Go website (here). Pat a Cake. Hot Cross Buns. A variety of nursery songs and rhymes from the BBC School Radio website (here).

Year 1 Spring 1:

English

Classic Stories – Creative Learning Opportunities and Outcomes

Creating interest

- Linked to the science learning opportunities, show short clips of things growing and identify what they are. Mime how a plant grows from a seed.
- Visit an allotment or garden centre to discuss with the staff how they grow certain plants or vegetables.
- Show the title of the book chosen and predict what they think the story is about using talk partners.

Learning outcomes

- Children will be able to make predictions.
- Children will be able to discuss how the title relates to the whole story.

Reading

Grammar: Warm ups throughout the reading phase - focus on identifying and using exclamation marks.

Reading and responding

- Read the first part of the story, stopping to make a prediction about what happens to the main character. Using a KWL grid, ask the children about the character. What do we already know (K) about them? Ask them to work in pairs to suggest what they want to know (W) about the new character. Write up responses on a grid.
- Pull out from the text where the exclamation marks are being used and highlight them. Model reading using appropriate expression. Provide children with a simplified sentence or sentences from the story to read aloud with a talk partner. Encourage them to use the punctuation to inform how they read the words. Perform to others in the group.
- Pull out any key vocabulary, including any words ending in *-ed*, *-er* and *-est*. Develop word banks and add these to the working wall.
- Use drama techniques to explore characters in more detail e.g. *hot seating*, *freeze frames*, *magic mirror*, *magic microphone*. Record responses in writing.
- During shared reading, stop periodically to blend unfamiliar words in line with the children's developing phonic ability. Ask children to make regular predictions throughout the story.
- Provide an object for children to pass around their group. Play pass the story by passing this around and asking each child to say the next part of the story. Provide key vocabulary to support retelling.
- Complete KWL grid by saying what they have learnt (L) about the story. Encourage the children to provide reasons for their responses, finding evidence in the text i.e. I think that... because...

Learning outcomes

- Children will be able to identify exclamation marks.
- Children will be able to discuss the main characters.
- Children will be able to discuss the main events.
- Children will be able to apply their phonics knowledge when reading.
- Children will be able to read words containing *-ed*, *-er* and *-est*.
- Children will be able to say what they think and give their reasons why.
- Children will be able to use patterns and repetition to support oral retelling.

Reading and analysing

- Teach children the story via oral storytelling, modifying the text if necessary, so it is suitable for learning.
- Use story maps, images, props and key vocabulary to support oral retelling e.g. *in the beginning*, *after that*, *a bit later*.
- Create a simple whole class checklist of features, e.g. *two characters*, *setting*, *events*, *time connectives*.

Year 1 Spring 1:

English

Classic Stories – Creative Learning Opportunities and Outcomes (contd.)

Gathering content

Grammar: Warm ups throughout the gathering content phase – focus on adding suffixes to verbs where **no spelling change is needed** to the root word e.g. *pull - pulled*

- Use a whole class story map and innovate the characters/ending/objects in the story e.g. change the vegetable and characters from The Enormous Turnip. Provide suggestions from which the children can select.
- Children to role play, in small groups or pairs, the new version of their story. Use props or small world figures to support this.
- Following modelling, prepare new story maps in groups or individually with new ending/characters/objects.
- Use *think, say, feel* bubbles to add detail to the story map.
- Orally rehearse new stories several times to embed the pattern of narrative.

Learning outcomes

- Children will be able to add suffixes to verbs where **no spelling change is needed** to the root word.
- Children will be able to create own story maps/plans with events in order.
- Children will be able to respond in role as a character and infer character feelings.
- Children will be able to orally retell their innovated story.

Writing

- Refer to innovated story map.
- Use shared writing techniques to model a section at a time with the children. Focus on skills – exclamation marks and verbs with suffixes added, where **no spelling change is needed** to the root word. Also model the use of ongoing skills including: events in order; full stops and capital letters; finger spaces; clear beginning, middle and end.
- Children complete their own section of writing each day, referring to their own story maps.
- Continue this pattern over several days until the outcomes are completed.
- Use AFL, marking and feedback to adjust shared writing focus daily.

Learning outcomes

- Children will be able to write their own short narrative which includes:
 - events in order – clear beginning, middle and end.
 - full stops and capital letters.
 - finger spaces.
 - exclamation marks.
 - verbs with suffixes where **no spelling change is needed** to the root word.

Outcome

- Narrative based on model text with innovation of character(s) and setting.

Presentation

- Present story to an audience using oral retelling e.g. perform in assembly, read to peers or publish the new editions in booklet form for others to read in the library or book areas in school.

Year 1 Spring 1:

English

Instructions – Creative Learning Opportunities and Outcomes

Creating interest

- Teacher to enter the classroom dressed in role as a gardener. Pose a problem of needing help to grow something e.g. cress (or something which will grow quickly).
- Watch clips of plants/vegetables growing and play just a minute (talk to a partner for minute) on what they have seen, focussing on relevant information.

Learning outcomes

- Children will be able to listen to a range of instructions.
- Children will be able to recall specific information in texts.

Reading

Grammar: Warm ups throughout the reading phase – focus on writing simple sentences that can be read by themselves and others.

Reading and responding

- Provide some oral instruction for the children to follow. Children to listen carefully and follow in the correct order. Make an obvious mistake in the order in which the instructions are given. Discuss the importance of following the steps in the correct order.
- Demonstrate how to read and follow simple written instructions.
- Children take it in turns to read and follow a simple set of written instructions with a partner to make something or carry out a task.
- Evaluate and discuss:
 - The importance of order, e.g. *Were the instructions written in a sequence? Did the pictures help? Did you gather the 'what you need' parts first?*
 - The language used in the instructions e.g. *Were they polite or bossy?*

Reading and analysing

- Analyse the features of written instructions, text marking by highlighting key words and phrases. Add any useful vocabulary to the working wall.
- With a partner, read aloud texts that are consistent with their developing phonic knowledge. Extract any further useful vocabulary and display on the working wall, e.g. bossy verbs, such as *cut, stir, chop* and time connectives such as *first, next, finally*.
- Display shared text including text marking on the working wall to refer back to during the writing phase.
- Create a checklist of features for instruction writing e.g.
 - Title using the word 'How'.
 - 'What you need' section for ingredients or equipment.
 - Step by step method written in sequence e.g. *numbered/bullet points*.
 - Use of bossy verbs.
 - Clear sentences which can be understood by the reader.

Learning outcomes

- Children will be able to write simple sentences that can be read by themselves and others.
- Children will be able to listen to a range of oral instructions.
- Children will be able to read and follow a simple instruction or set of simple instructions.
- Children will be able to discuss key vocabulary.
- Children will be able to read aloud texts that are consistent with their developing phonic knowledge.
- Children will be able to take turns.

Year 1 Spring 1:

English

Instructions – Creative Learning Opportunities and Outcomes (contd.)

Gathering content

Grammar: Warm ups throughout the gathering content phase – focus on punctuating simple sentences with capital letters and full stops.

- Linked to the learning opportunities in design and technology, provide opportunities for each group to make a different dish out of fruit or vegetables (which may have been grown in the school garden) such as a fruit smoothie/kebab/salad, egg and cress sandwich, vegetable soup etc.
- Talk through the process as it occurs, taking photographic evidence of each part.
- Use the photographic evidence to sequence the steps and orally retell. Pass around a signifier such as a plastic fruit to ensure each child in the group has a turn to speak about the sequence (children may only speak when holding the signifier).
- Individually, sequence the photographs in the correct order as a plan for writing.
- Create a word bank of specific bossy verbs and key vocabulary to be included into the writing e.g. *cut, chop, mix, blend, spread*.

Learning outcomes

- Children will be able to punctuate simple sentences with capital letters and full stops.
- Children will be able to listen to others.
- Children will be able to take turns.
- Children will be able to discuss and write key vocabulary.

Writing

- Use shared writing techniques to model a section at a time with the children. Focus on skills – punctuating simple sentences with capital letters and full stops.
- Continue this pattern over several days if necessary, using their own plan or photographs to inform writing, until the outcomes are completed.
- To prevent the children simply copying the teacher's model, consider writing instructions for a different recipe. Alternatively, model the first two instructions and ask the children to write instructions for the remaining pictures (this may be most suitable for the children working at a lower level of ability).
- Model the 'think it, say it, write it, read it' approach (use of talking tins, post-cards pegs etc. to support).
- Use AFL, marking and feedback to adjust shared writing focus daily.
- Provide opportunity for children to evaluate their writing with adults and peers.

Learning outcomes

- Children will be able to write their own set of simple instructions based on a model which includes:
 - simple sentences that can be read by themselves and others.
 - simple sentences with capital letters and full stops.
 - features of an instruction text.

Outcome

- A simple set of instructions.

Presentation

- Provide the new set of instructions to another group of children to follow and make.
- Present the instructions in a class book to be displayed.

Year 1 Spring 1:

English

Traditional Rhymes – Creative Learning Opportunities and Outcomes

Creating interest

- Set up a poetry box with items relating to a traditional rhyme. Share the items one at a time. Can the children identify the rhyme? Once they have identified the rhyme, can they predict the other items in the box?
- Give out the items and share the rhyme, asking children to join in, holding up their item when it is mentioned.
- Play some clips of traditional rhymes, encouraging children to join in.
- Read aloud, modelling rhythm and rhyme.
- Consider setting up poetry boxes for other traditional rhymes which could also be used in continuous provision.

Learning outcomes

- Children will respond to language patterns and repetition by joining in.

Reading

Grammar: Warm ups throughout the reading phase – focus on capital letters for names of people.

Reading and responding

- Through shared reading, read, explore and respond to a range of rhymes.
- Perform some of the rhymes, using music, actions and other props where appropriate.
- Compare traditional rhymes and encourage children to choose their favourite, explaining why they chose it.
- Discuss and explore the different patterns created; repeated sounds; repeated words and phrases; how the text is laid out on page or screen.
- Discuss the meanings of unfamiliar words.
- In small groups, children select one of the rhymes to perform. Rhymes could be performed in a variety of ways such as singing, adding music, rhythms, sounds or actions.

Learning outcomes

- Children will be able to join in with traditional rhymes.
- Children will be able to recite rhymes and poems off by heart.
- Children will be able to use patterns and repetition to support oral retelling.

Reading and analysing

- Choose one particular rhyme which links with the theme. Model the identification of the rhyming words and patterned language e.g. *identify words which rhyme such as 'grow' and 'row.'* Also, pick out the capital letters for the name of Mary.

Mary, **M**ary quite contrary,
How does your garden grow?

With silver bells and cockleshells,
And pretty maids all in a row.

- Provide a selection of traditional rhymes from which the children can choose. Read and discuss, allowing children to identify rhyming words.

Year 1 Spring 1:

English

Traditional Rhymes – Creative Learning Opportunities and Outcomes (contd.)

Gathering content

Grammar: Warm ups throughout the gathering content phase – focus on writing simple sentences that can be read by themselves and others.

- Gather the content to write their own version of one of the traditional rhymes, for example Mary, Mary.
- Provide a virtual experience of a visit to a garden using image, sound, film and drama techniques. Think about what they can see, hear and touch in them.
- Model writing a list of items spotted in the gardens. Children to write their own list, using their phonic knowledge when spelling any unfamiliar words.
- Choose a name for the owner of the garden and practise writing the name with a capital letter. This can be scaffolded by modelling how to write a variety of names.
- Discuss a personality trait for the person in the poem, e.g. *linking to Mary being contrary*. Create a word bank of traits e.g. *busy, angry, friendly, kind etc.*

Learning outcomes

- Children will be able to write simple phrases/sentences that can be read by themselves and others.
- Children will be able to use their phonic knowledge when spelling any unfamiliar words.
- Children will be able to orally rehearse ideas.

Writing

- Use shared writing techniques to model a simple four line poem e.g.
Georgie, Georgie really friendly,
How does your garden grow?
With beans and sprouts all growing out,
And lettuces all in a row.
- The children follow this model and write their own four line verse.

Learning outcomes

- Children will be able to write their own poem based on a model which includes:
 - simple phrases/sentences that can be read by themselves and others.
 - capital letters for names of people.
 - words with finger spaces.
 - words spelt using their phonic knowledge.

Outcome

- A poem based on a traditional rhyme.

Presentation

- Publish the poem with illustrations for others to read e.g. on display.
- Perform or read to another class, or put onto the school website.