

Year 1 Autumn 2:

English			
Key Learning			
Unit	Stories with Repetitive Patterns	Poems on a Theme	Range of Non-fiction Texts
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"> Poem based on a theme. 	<ul style="list-style-type: none"> An information book.
Possible Duration	<ul style="list-style-type: none"> 3-4 weeks. 	<ul style="list-style-type: none"> 1-2 weeks. 	<ul style="list-style-type: none"> 2-3 weeks.
Key Learning Reading	<ul style="list-style-type: none"> Make predictions based on what has been read so far. Identify and discuss the main events in stories. Identify and discuss the main characters in stories. Use patterns and repetition to support oral retelling. Make personal reading choices and explain reasons for their choice. Retell familiar stories in a range of contexts e.g. <i>small world, role play, storytelling</i>. Make basic inferences about what is being said and done. 	<ul style="list-style-type: none"> Listen to a range of poems at a level beyond at which they can read independently. Make personal reading choices and explain reasons for their choice. Recognise and join in with language patterns and repetition. Read words containing <i>-ed</i> endings. Use patterns and repetition to support oral retelling. Recite rhymes and poems by heart. Give opinions and supporting with reasons. 	<ul style="list-style-type: none"> Recall specific information in texts. Read aloud books closely matched to their improving phonic knowledge. Introduce and discuss key vocabulary. Activate prior knowledge e.g. <i>what do you know about the Fire of London?</i> Explain clearly their understanding of what is read to them. Listen to what others say. Take turns. Demonstrate understanding of texts by answering questions related to who, what, where, when and why.
Key Learning Writing	<ul style="list-style-type: none"> Use question marks. Use capital letters for names of people. Orally compose every sentence before writing. Re-read 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. Separate words with finger spaces. Use familiar plots for structuring the opening, middle and end of their stories. 	<ul style="list-style-type: none"> Orally plan and rehearse ideas. Write poems with simple structures. Read aloud their writing to adults and peers. Separate words with finger spaces. Add suffixes to verbs where no spelling change is needed to the root word e.g. <i>help – helped</i>. 	<ul style="list-style-type: none"> Write simple sentences that can be read by themselves and others. Use question marks. Punctuate simple sentences with capital letters and full stops. Write information texts with simple text type features. Discuss their writing with adults and peers. Read aloud their writing to adults and peers.

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Key Learning (contd.)

Suggested Texts	<ul style="list-style-type: none">▪ Zog by Julia Donaldson.▪ The Princess and the Dragon by Audrey Wood.▪ George and the Dragon by Christopher Wormell.▪ The Snow Dragon – BBC Learning Zone (here).▪ Princess and the Dragon – YouTube clip (here).	<ul style="list-style-type: none">▪ The Great Fire of London – A poem for kids by Paul Perro on the History for Kids website (here).▪ Ladybird, Ladybird fly away home – available on the Poetry Foundation website (here).	<ul style="list-style-type: none">▪ Schools Liasion website (here).▪ Beginning History: The Great Fire of London by Liz Gogerly (here).▪ Museum of London – Great Fire of London Game (here).▪ Fire Facts website – information on fire safety (here). <p>In addition, a range of information texts not linked directly to the main topic should be used.</p>
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Stories with Repetitive Patterns – Creative Learning Opportunities and Outcomes

Creating interest

- Listen to a sound clip of a dragon and ask the children to use talk partners to decide who is speaking. Alternatively, play an animated image of the main character talking and telling the children a bit about him/herself using a tool such as Talking Faces ([here](#)), CrazyTalk ([here](#)) or the Morfo app ([here](#)).
- Have a special box containing a picture/puppet of the main character in the story e.g. a dragon with a medical kit (*Zog by Julia Donaldson*). The character must have a name label attached with a capital letter for the name.
- Use small question hands. Children to ask each other questions about the main character e.g. *Where does s/he live?, What does s/he do?, Who are his/her friends?* Teacher to model how to write a quality question with the think it, say it, write it and read it approach. Children to write their own questions about the character.

Learning outcomes

- Children will be able to identify the main character in the story.
- Children will be able to orally compose every question before writing it.
- Children will be able to use question marks.

Reading

Grammar: Warm ups throughout the reading phase - focus on punctuating sentences with capital letters and full stops.

Reading and responding

- Read the first part of the story and stop to make a prediction about what happens to the main character. Make a post-it note prediction.
- Following further reading, children draw the main character, writing appropriate words or phrases around him/her (character circle). The teacher models segmentation of unfamiliar words for the children to follow in their own work.
- Model the use of capital letters for character names, highlighting examples in the text. Following modelling, children write a list of the character names, inventing name labels for unnamed characters. Display on working wall for reference.
- Use drama techniques to explore characters in more detail e.g. *hot seating, freeze frames, magic mirror, magic microphone*. Record responses in writing.
- Use talk partners to discuss what has already happened in the story and read the rest of the text to the children, stopping to blend unfamiliar words. Children to make a prediction as to what they think will happen in the end.
- Provide a selection of images from the texts in a bag/box. The children reveal one by one and sequence with a partner. Use these images to create a visual story map to support oral retelling.
- Provide opportunities within the reading corner for children to explore similar books e.g. *same theme or same author*, displaying speaking frames to support with preferences and recommendations.
- Provide opportunities within the writing area to respond to stories read.

Learning outcomes

- Children will be able to punctuate sentences with a capital letter and full stops.
- Children will be able to make predictions based on what they have read.
- Children will be able to discuss the main characters.
- Children will be able to discuss the main events.
- Children will be able to respond in role as a character and infer character feelings.
- Children will be able to use capital letters for people's names.
- Children will be able to use patterns and repetition to support oral retelling.
- Children will be able to make personal reading choices and discuss what they have read.

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*.

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Stories with Repetitive Patterns – Creative Learning Opportunities and Outcomes (contd.)

Gathering content

Grammar: Warm ups throughout the gathering content phase - focus on using capital letters for names of characters and people.

- Use a whole class story map and innovate the ending of the story e.g. *include where they went next and what happened*. Provide suggestions for children to select from. Some may also innovate the main character.
- Children to role play, in small groups or pairs, the new ending to their story. Use props or small world figures to support this.
- Prepare new story maps in groups or individually with new ending and/or characters.
- 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 use capital letters for people's names.
- 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 – events in order, full stops and capital letters, capital letters for names, finger spaces and clear beginning middle and end. Children complete their own section of writing, referring to their own story maps.
- Continue this pattern over several days until the outcomes are completed.
- Use AFL, marking and feedback to adjust the shared writing focus daily.

Learning outcomes

- Children will be able to write their own short narrative which includes:
 - Full stops and capital letters.
 - Capital letters for names.
 - Features of simple narrative.

Outcome

Story based on model text with innovation of ending and/or main character.

Presentation

- Present story to an audience using oral retelling e.g. perform in assembly, read to peer/s or publish the new endings to put on display.

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Poems on a Theme - Creative Learning Opportunities and Outcomes

Creating interest

- Read a selection of poems with a similar theme e.g. *fire poems*. Ask the children to write down a word which they think links all of the poems.
- Repeat the poem and use props/images to support the children to join in. Children state their preference using a simple speaking frame e.g. *I like... because...*

Learning outcomes

- Children will be able to understand what a poem is about and join in.
- Children will be able to state preferences with reasons.

Reading

Grammar: Warm ups throughout the reading phase - focus on separate words with finger spaces.

Reading and responding

- Model reading a poem with a structure e.g. *The Great Fire of London a poem for kids by Paul Perro*.
- Ask key questions e.g. *Does it rhyme? Does it tell a story? What words/phrases do you like in it?*
- Identify words with *-ed* endings in the poem. Highlight and model how to read them fluently. Using selected lines from the poem, each containing an *-ed* word, children read their line fluently with a partner. Read the poem again. When they hear their line they stand up and read it fluently. Repeat with all pairs joining in.

Learning outcomes

- Children will be able to separate words with finger spaces.
- Children will be able to recognise and join in with language patterns.
- Children will be able to read words with *-ed* endings.
- Children will be able to write including finger spaces.

Reading and analysing

- Discuss the meaning of selected words from the poem e.g. *billowed, glowed, posed, threat etc*. Provide sentences with a missing word. Select the appropriate word from those explored to complete the sentence.
- Provide small groups with a verse of the poem to learn and recite. Include actions/props. Perform the poem as a class with each group saying their verse.

Learning outcomes

- Children will be able to orally retell the poem.
- Children will be able to identify vocabulary used within a poem.

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 using *-ed*.

- Look at images, film clips and relate to personal experiences e.g. *bonfire night, fireworks, campfire, Diwali festival etc*.
- Explore verbs with *-ed* endings. Model reading *-ed* e.g. *glowed, billowed, sparked, flashed, banged, fizzed, whizzed, burned, cracked, watched, flickered etc*.
- Use image, sound, film and drama techniques to provide a virtual experience.
- Provide opportunities for collaborative drawing on large bed sheets or sheets of paper to collect ideas and vocabulary related to the setting.
- Model the use of a speaking frame e.g. *the fire cracked; the _____ ed*. Children use this model as a speaking frame to orally rehearse using the ideas from collaborative drawing.

Learning outcomes

- Children will be able to add suffixes to verbs where no spelling change is needed to the root word using *-ed*.
- Children will be able to orally plan and rehearse ideas.

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Poems on a Theme - Creative Learning Opportunities and Outcomes (contd.)

Writing

- Use shared writing techniques to model a simple four line poem e.g.
The fire cracked.
The rocket zoomed.
The sky flashed.
The children squealed.
- Focus on the skills of finger spaces and *-ed* endings.
- 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:
 - finger spaces.
 - words ending in the suffix *-ed*.

Outcome

- Produce a poem based on a theme.

Presentation

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

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Range of Non-Fiction Texts - Creative Learning Opportunities and Outcomes

Creating interest

- Arrange for the teacher who is in charge of the library to visit the class. They explain that the reason for their visit is that they have been asked to find an information book to include in the school library but they are upset that they can't find one. Ask for the children's help to write one to be published and used in the school's library for others to read.
- Play a clip, such as the one from the Museum of London (**here**) to engage and refresh knowledge on a particular topic e.g. *The Great Fire of London*.
- Children to complete the first part of a KWL grid, stating all they already know (K) about the subject e.g. *The Great Fire of London*.

Learning outcomes

- Children will be able to say what they know about a subject.

Reading

Grammar: Warm ups throughout the reading phase - focus on question marks.

Reading and responding

- Shared read a range of information texts (not related to The Great Fire of London). Before reading discuss what is already known about the content; use talk partners. Pose questions for the children to answer about the information they have read.
- Discuss what makes a good listener. Play the game of 'pass the fact.' Sit facing a partner. Partner number one talks through facts they have found out through reading. On a signal partner number recalls as many of these facts as they can.
- Provide cards with features of an information text e.g. *contents page, glossary, sub-heading, captions, images* etc. Place the cards onto the relevant parts of the information book.

Reading and analysing

- Use the question hand; talk to each other asking questions about who, what, when, why and how, regarding differentiated information books/texts provided.
- Model what a good quality question looks like. Draw around their hand and write questions down each finger for each of the question words. Read the information books closely matched to their phonics knowledge and then respond to questions in writing.
- Provide feature cards to place onto books/texts read.
- Discuss key vocabulary from the books/texts read.

Learning outcomes

- Children will be able to recall specific information in texts.
- Children will be able to activate prior knowledge e.g. *what do you know about the Fire of London?*
- Listen to what others say.
- Take turns.
- Children will be able to explain clearly their understanding of what is read to them.
- Children will be able to read aloud books closely matched to their improving phonic knowledge.
- Children will be able to introduce and discuss key vocabulary.
- Children will be able to demonstrate understanding of texts by answering questions related to who, what, where, when and why.

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Range of Non-Fiction Texts - 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.

- Read a range of information books and on screen texts about a particular topic e.g. The Great Fire of London, fire safety, festivals involving fire, and/or have a visit from the local fire brigade.
- Using the KWL grid, generate questions regarding what they want to know about the topic (W) and shared write these.
- Research to find out answers to the questions posed. Record in written responses.
- In small groups write down all they now know about the topic. Send an envoy from the group to another group to share any extra information. Repeat with other envoys.
- Model how to identify the information using different coloured highlighters e.g. *fire safety, facts about The Great Fire of London, festivals.*
- Group the information into sections or onto post-it notes. Place the notes onto a blank page as a plan.

Learning outcomes

- Children will be able to demonstrate understanding of texts by answering questions related to who, what, where, when and why.
- Children will be able to recall specific information in texts.

Writing

- Use shared writing techniques to model a section at a time with the children. Focus on skills – question marks; simple sentences that can be read by themselves and others.
- Model the 'think it, say it, write it, read it' approach (use of talking tins, post-cards, pegs etc. to support).
- Use AFL, marking and feedback to adjust the shared writing focus daily.
- Discuss their writing with an adult and make improvements.

Learning outcomes

- Children will be able to write their own poem based on a model which includes:
 - Question marks.
 - Simple sentences that can be read by themselves and others.
 - Features of an information text.

Outcome

- To write information e.g. *a page of a class information book, zigzag books, fact file, information on a flame shaped outline for a display etc.*

Presentation

- Read their information out loud to the class.
- Display in a book for others to read.
- Present to the teacher in charge of the library and place the written outcome on a display.