

<p style="text-align: center;"><u>Immersion into Context</u></p> <ul style="list-style-type: none"> • Theatre Trip to Rep - The Snowman • Science investigations - 'finding out what frozen things do in summer' 	<p style="text-align: center;">Year 1 <u>Seasons and Weather</u></p>	<p style="text-align: center;"><u>Reading into writing/guided reading opportunities</u></p> <ul style="list-style-type: none"> • appreciate rhymes and poems, and recite some by heart • listen to and discuss a wide range of poems, stories and non-fiction
<p style="text-align: center;"><u>Related Texts</u></p> <ul style="list-style-type: none"> • Winter time poem • Winter King of Seasons poem • Seasons Haiku • Percy and the Park keeper after the storm • Percy the Park Keeper One Snowy Night • The snowman • The snowman and the Snow dog • Kipper's Snowy Day • Non fiction texts - Polar bears, koala bears • Hidden in the snow • Bears • Why do seasons change? 	<p style="text-align: center;"><u>Outcome</u></p> <ul style="list-style-type: none"> • Recite known poems • Create own poems • Re tell a known story • Create non-fiction texts 	<p style="text-align: center;"><u>Contextualised grammar teaching</u></p> <ul style="list-style-type: none"> • 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 of exclamation mark • Using a capital letter for names of people, places, the days of the week, and the personal pronoun I
	<p style="text-align: center;"><u>AFL - Next Steps for rapid progress</u></p> <ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already taught • Spell the days of the week • Using ing, ed, er and est where no change is needed in the spelling of root words • Re-read these books to build up fluency and confidence in word reading. • Appreciate rhymes and poems, and recite some by heart 	<p style="text-align: center;"><u>Spelling</u></p> <ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already taught • Spell common exception words • Spell the days of the week • Using ing, ed, er and est where no change to the root word is needed • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
	<p style="text-align: center;"><u>Role play and Spoken Language</u></p> <ul style="list-style-type: none"> • Listen to others and responds appropriately • Asks relevant questions • Prepare to use new words when communicating • Respond appropriately to what others say in group talk • Does not stray away from main topic when engaged in collaborative talk 	

Statutory Requirements

Writing

- Say out loud what they are going to write about
- Sequence sentences to form short narratives
- Re-read what has been written to check that it make sense
- Say out loud what they are going to write about
- Begin to form lower case letters in the correct direction starting and finishing in the correct place.
- Leave finger spaces between words
- Begin to punctuate sentences with capital letters and full stops.
- Joining clauses
- Spell words containing each of the 40+ phonemes already taught

Grammar

- Leave spaces between words
- Capital letters for proper nouns
- Use , ! ? '
- Spell the days of the week
- Naming the letters of the alphabet in order
- Spell words containing each of the 40+ phonemes already taught
- Weekly spellings sent home to practice and then tested on Thursdays
- Spell common exception words

Speaking and Listening

- Ask relevant questions
- Articulate and justify answers
- Initiate and respond to comments
- Use spoken language to develop understanding
- Retell a known story
- Role-playing a known story
- Asking and answering relevant questions
- Prepare to use new words when communicating
- Respond appropriately to what others say in group talk

Reading

- Apply phonic knowledge and skills to decode words
- Respond speedily with the correct sound to graphemes, including alternative graphemes
- Read accurately by blending sounds in unfamiliar words containing GPCs that have previously been taught

Sequence of learning - English

Winter Poetry

- Look at examples of Haikus and discuss the rules of a Haikus
- Sorting effective vocabulary to create a winter word bank to use in a Haiku
- Record how many syllables are in each word
- Display words which describe winter, Can the children suggest more powerful synonyms linked to the word bank created yesterday.
- Design own Success Criteria for creating a winter Haiku
- Design a whole class Haiku. Check that it meets the Success Criteria
- Children to create their own Haikus
- Read Simile poems
- Look at examples of similes and discuss their purpose
- Matching pairs to create s effective similes
- Match the winter similes to the images. Suggest further similes
- Create a class winter simile poem using the examples given
- Children to write their own simile poem

The Snowman

- Watch the Snowman film
- Read the story of the Snowman following on from the visit to see the Snowman performed at the Theatre
- Sequence a selection of images and plan sentences to match the pictures
- Look at the sentences for the beginning of the story

- Read common exception words, noting unusual correspondences between spelling and sound
- Read words containing taught GPCs and suffixes
- Read other words of more than one syllable that contains taught GPCs.
- Read words with contractions
- Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out
- Re-read these books to build up fluency and confidence in word reading.
- appreciate rhymes and poems, and recite some by heart
- discussing word meanings, linking new meanings to those already known
- draw on what they already know or on background information
- check that the text makes sense to as they read and correct inaccurate reading
- discuss the significance of the title and events
- making inferences on the basis of what is being said and done
- predict 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

as planned in the previous lesson. Model how to turn them into a story.

- Children to write the beginning of the story.
- Repeat for the middle and the ending.

Non-Fiction Writing

- Look at the features of non-fiction writing- headings, diagrams and relevant facts.
- Match facts to headings and captions to diagrams.
- Watch a video about Polar Bears. Pause at relevant points and ask children to recall facts that they have learnt. Record facts on the whiteboard.
- After watching ask the children to come up with questions to match the facts. Children to punctuate the questions accurately.
- Read non-fiction texts Kuala bears, focusing on their habitat and climates they live in.
- Children to record fact files using the information from the texts to form their writing.
- Children to use the fact files to compare the polar bears climate and Kuala bear climate.