

<p><b><u>Immersion into Context</u></b></p> <ul style="list-style-type: none"> <li>• Faith week</li> <li>• Science- exploring and investigating materials.</li> <li>• Forest school</li> </ul>	<p><b>Year 1</b>  <b>Faith Week Focus:</b>  <b>The Three Little Pigs Big Build</b></p>	<p><b><u>Reading into writing/guided reading opportunities</u></b></p> <ul style="list-style-type: none"> <li>• Sequencing materials for traditional stories</li> <li>• Becoming familiar with traditional tales</li> <li>• Recognising and joining in with predictable phrases</li> <li>• Recognising simple reoccurring language in stories.</li> <li>• Discussing favourite words</li> </ul>
<p><b><u>Related Texts</u></b></p> <ul style="list-style-type: none"> <li>• Three Little Pigs</li> <li>• Hansel and Gretel</li> <li>• Other traditional</li> </ul>	<p><b><u>Outcome</u></b></p> <ul style="list-style-type: none"> <li>• Become familiar with the structure of a story</li> <li>• Retell a known story</li> <li>• Sequence sentences to form a short narrative</li> <li>• Recognise and use simple reoccurring literally language in stories.</li> </ul>	<p><b><u>Contextualised grammar teaching</u></b></p> <ul style="list-style-type: none"> <li>• Leave finger spaces between words</li> <li>• Begin to punctuate sentences with capital letters and full stops and ! ?</li> <li>• Joining clauses</li> </ul>
	<p><b><u>AFL - Next Steps for rapid progress</u></b></p> <ul style="list-style-type: none"> <li>• Say out loud what they are going to write about</li> <li>• Begin to form lower case letters in the correct direction starting and finishing in the correct place.</li> <li>• Leave finger spaces between words</li> <li>• Begin to punctuate sentences with capital letters and full stops.</li> <li>• Joining clauses</li> <li>• Spell words containing each of the 40+ phonemes already taught</li> </ul>	<p><b><u>Spelling</u></b></p> <ul style="list-style-type: none"> <li>• Spell the days of the week</li> <li>• Naming the letters of the alphabet in order</li> <li>• Spell words containing each of the 40+ phonemes already taught</li> <li>• Weekly spellings sent home to practice and then tested on Thursdays</li> <li>• Spell common exception words</li> </ul>
	<p><b><u>Role play and Spoken Language</u></b></p> <ul style="list-style-type: none"> <li>• Retell a known story</li> <li>• Role-playing a known story</li> <li>• Asking and answering relevant questions</li> <li>• Prepare to use new words when communicating</li> <li>• Respond appropriately to what others say in group talk</li> </ul>	

## 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

- Sequencing materials for traditional stories
- Becoming familiar with traditional tales
- Recognising and joining in with predictable phrases
- Recognising simple reoccurring language in stories.
- Discussing favourite words

## Sequence of learning - English

### *Faith Week -*

#### *Jews - Free my people!*

- Sequence the main events of the story and orally rehearse and compose sentences for each of the disasters.
- Write simple sentences starting with a time connective with the correct punctuation to match each picture.
- Sequence sentences to write the ending of the story using the conjunction 'and'.

### *Three Little Pigs*

- Orally retell the story in pairs. Each partner saying alternate sentences. Plot the pictures from the story on the story mountain.
- Understand the features of a story opening 'who, where and what.' To sort sentence into who, where and what. Shared writing of a story opening leading to an impendent write of the story opening.
- Understand features of a build up. Joining clauses using so.
- Character descriptions using zone of relevance for adjectives to describe the wolf.
- Understand features of a problem.
- Look at and investigate the use of ? !
- Shared write of the problem leading onto an independent write.
- Writing an ending to the story focusing on using and/but/so and unfortunately and luckily.
- Independent extended writing session of the whole story.

### *Hansel and Gretel*

- Share the story of Hansel and Gretel and sequence the main events of the story.
- Plot the events on a story mountain.
- Understand the features of a story opening 'who, where and

what.' To match speech to characters of who, where and what.  
Shared writing of a story opening leading to an impendent write of the story opening.

- Zone of relevance of a description of a dark forest to create a build-up. Modelling how to use adjectives to form a description.
- Children to read a description of the candy house from the story of Hansel and Gretel to draw their own illustration of the house.
- Children to use the illustration from the previous lesson to write a setting description.
- Sequence the problem and ending but/so/ unfortunately.
- Independent extended writing session of the whole story.