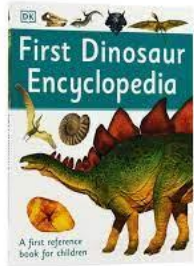


English 2023 - 2024 Term 2 Dinosaurs

Key Stage 1

English Learning Journey

Outcome:



Purpose: To inform

Audience: Parents

Form: Information Texts

Linked Guiding Reading Texts



Key Writing Statements

To write in the third person.

To write in the past tense

To use full stops, question marks & exclamation marks correctly

Year 1

To use headings

To use adjectives

Year 2

To use conjunctions such as because to aid explanations

To use paragraphs

To use adjectives including comparative adjectives to create descriptions

Key Reading Statements

Year 1

word reading

-apply phonic knowledge and skills as the route to decode words

-respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes

Reading - comprehension

-listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently

-link what they read or hear to their own experiences

-discuss word meanings, link new meanings to those already known

-check that the text makes sense to them as they read, and correcting inaccurate reading

-participate in discussion about what is read to them, take turns and listen to what others say

-explain clearly their understanding of what is read to them

Year 2

word reading

-continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

-read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes

-read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

Reading - comprehension

-listen to, discuss and express views about a wide range of non-fiction at a level beyond that at which they can read independently

-discuss the sequence of events in books and how items of information are related

-Be introduced to non-fiction books that are structured in different ways

-discuss and clarify the meanings of words, linking new meanings to known vocabulary

-check that the text makes sense to them as they read, and correcting inaccurate reading

-participate in discussion about books, and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

-explain and discuss their understanding of books, and other material, both those that they listen to and those that they read for themselves

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Overview of Learning Journey - Information Texts

Stimulate & Generate	Capture, Sift & Sort	Create, Refine, Evaluate
<p>To understand the term 'fiction' and explore spelling patterns in dinosaur words</p> <p>EYFS - L - recognise words with the same initial sound, use some of their print and letter knowledge in their writing.</p> <p>Year 1 - Word Reading: apply phonics knowledge and skills as the route to decode words; respond speedily with the correct sound to graphemes for all 40+ phonemes including where applicable, alternative sounds for graphemes; read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Spelling: spell words containing each of the 40+ phonemes already taught;</p> <p>Year 2 - Word Reading: Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent; Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes; Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Spelling: Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly; Learn new ways of spelling phonemes for which one or more spellings are already known</p> <p>Read <i>Harry and The Bucketful of Dinosaurs</i> by Ian Whybrow and Adrian Reynolds. Ask questions about the book, e.g. who are the main characters in the story? Where is the story set? Say that you think the book is <u>fiction</u>. Do children agree? Ask volunteers to explain what we mean by this. Look at the poster, Fiction Texts. Confirm that the book is indeed fiction. Which dinosaurs were mentioned in the story? Discuss children's recollections. Write <i>dinosaur</i> on the board, explaining that it comes partly from a Greek word <i>σαῦρος (sauros)</i>, meaning 'lizard'. Underline the <i>au</i> grapheme and ask volunteers to sound it out. Can children think of other words that use the <i>au</i> grapheme to represent the phoneme /or/? Write and shared-read <i>haunt, taunt, launch, August</i>. Now ask if anyone knows other ways to write the /or/ sound. Look at <i>/or/ (plan resources)</i> and, with children's help, place a word in each column. Finish by asking children to get into pairs with mini w/bs. Reads out but do not show a word from the Which Grapheme? Set. Which grapheme creates the /or/ phoneme in this word? Children write just the grapheme they think is being used and reveal their w/bs. Show the word and confirm spelling. Repeat till all complete.</p>	<p>To identify and use common and proper nouns and identify these in texts</p> <p>EYFS -L - form lower case and capital letters correctly</p> <p>Yr 1 - Word Reading: apply phonic knowledge and skills as the route to decode words: read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Grammar: learn the grammar for year 1 in English appendix 2</p> <p>Yr 2 - Word Reading: Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Grammar: Use and understand the grammatical terminology in English Appendix 2 in discussing their writing [and other texts].</p> <p>Read pages 100-101 of the <i>DK First Dinosaur Encyclopaedia - Fossils</i>. Explain unfamiliar terminology and ask brief questions to check comprehension, e.g. fossil comes from a Latin word that means what? What was the big T Rex fossil called? Show Hunting for Fossils. Shared read the first paragraph, urging children to use phonics and other reading strategies to read and make sense of the sentences. Note the highlighted words. Can children say what <i>kind</i> of word has been highlighted? Take suggestions and explain that they are all <u>common nouns</u>. Read the second paragraph. Point out that some of the nouns begin with capital letters. Spot examples. Can children suggest why these start with capital letters? Say that they are <u>proper nouns</u>, and that children are going to be learning more about both sorts of noun. Open the PowerPoint Nouns and Adjectives and work through Slides 2 - 6, exploring common and proper nouns and giving children opportunities to spot examples of each in lists and simple texts.</p> <p>EYFS - Children match lower and upper case letters - children practise forming capital letters for the letter sounds taught so far.</p> <p>Yr 1 - In a group children read Diary. They underline all the nouns in the text. They copy each into the correct column on the chart.</p> <p>Yr 2 - In pairs, children read Dinosaur Diary. They underline all the nouns in the text. They copy each into the correct column on the chart. Stretch as above, but read the longer & more complex text, Dinosaur Fossil Diary.</p> <p>Plenary: Read page 104 of the <i>DK Encyclopaedia, Masses of Bones</i>. Show and read What's been found? (<i>plan resource</i>). Ask children to find nouns. They confirm whether the noun is a common noun or a proper noun. What must we remember to do when writing a proper noun? Ask children if they found more common nouns or proper nouns in the information texts they looked at.</p> <p>To identify and use adjectives and adverbs to qualify them</p> <p>EYFS - L - Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Yr 1 - Grammar: learn the grammar for year 1 in English appendix 2</p> <p>Spoken language: Use relevant strategies to build their vocabulary. Composition: say</p>	<p>To use expanded noun phrases to write labels and captions</p> <p>EYFS - L - Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Yr 1 - Composition: Say out loud what they are going to write about; compose a sentence orally before writing it</p> <p>Yr 2 - Composition: Write for different purposes; Encapsulate what they want to say, sentence by sentence. Grammar: Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>Remind class of their Big Book of Dinosaurs project and show them the example Fact File pages. Explain that children's task today will be to write labels to go with an image of their dinosaur under the 'Fascinating Fact' flap. Referring to the DK First Dinosaur Encyclopedia and other information books, look at examples of labels. Explore how labels help to give a precise description of the body parts of a dinosaur shown in a picture - Thick muscular neck; Broad hind foot with three short toes (DK page 65, about Apatosaurus) and/or explain why dinosaurs had the features they did - Spikes and studs added extra protection; Broad beak helped in cropping ferns and low growing plants (DK p74 about ankylosaurs). With children's help, model creating labels for a picture of Giganotosaurus. Stress using expanded noun phrases to describe body parts: Sharp, powerful claws, etc. Provide a brief explanation of a feature: Long serrated teeth helped slice through tough dinosaur hide. Show how you use your notes from yesterday for your observations but stress that children can also go back and look again</p>

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EYFS - Children draw objects that start/contain the 'or' sound.

Yr 1 - use **Highlighted Harry** and simply make lists under the different headings. Watch out! One /or/ grapheme has not been highlighted. Can you find it?

Yr 2 - Children read **Harry**. They circle or highlight all the graphemes for /or/ they can find and write them under the correct heading on the grid. How many did they spot altogether? And add as many words of their own to each column as they can. Are some columns harder to add to than others? Which ones?

Plenary: As a class, go through the extract together. Children tick the graphemes they found. How many were there? (Twenty including repetitions). Ask those who were adding further words which graphemes were least common.

To read non-fiction texts about dinosaurs and note facts

EYFS - **C&L:** Listen to and talk about selected non-fiction to develop familiarity with new knowledge and vocabulary

Yr 1 - **Spoken Language:** *Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.*

Yr 2 - **Spoken Language:** *Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.* **Reading:** *Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.*

Comprehension: *Be introduced to non-fiction books that are structured in different ways; Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say*

Re-read **Harry and the Bucketful of Dinosaurs** and confirm the class's understanding of the book as fiction. What sort of dinosaur books does Harry read in the library? Draw out **non-fiction**, fact/factual, information or reference books. Show children real examples (e.g. the **DK First Dinosaur Encyclopedia**). Shared-read the items on **Non-Fiction**. Explain that today children are going to read non-fiction texts about dinosaurs. Show the picture of the **Stegosaurus**. Can children name this dinosaur? Have a volunteer write up its name, checking spelling and using the *au* digraph grapheme correctly. Share class's existing knowledge about stegosauruses and then shared-read the **Stegosaurus Fact File**.

out loud what they are going to write about: compose a sentence orally before writing it

Yr 2 - **Grammar:** Learn how to use - expanded noun phrases to describe and specify [for example, the blue butterfly]; Use and understand the grammatical terminology in English Appendix 2 in discussing their writing [and other texts]. **Spoken language:** Use relevant strategies to build their vocabulary. **Composition:** Write down ideas and/or key words, including new vocabulary

Read pp 22-23 from the **DK Encyclopaedia, Extraordinary Eggs**. Prompt children to share a fact or item of information that the pages told them. Compare a real hen's egg with a balloon blown up to the size of dinosaur's egg. Ask children to imagine eating such an egg for breakfast. Your toast soldiers would have to be very big wouldn't they? Show and shared-read **Extraordinary Eggs** an edited version of part of the text. Ask about the highlighted words and read these aloud. Are these nouns, like those we were looking for yesterday? No, they are not words for things, objects or names. Can anyone say what we call *these* kind of words? Explain that they are **adjectives**. Re-open the PowerPoint **Nouns and Adjectives** at Slide 7 and work through to Slide 13, completing each exercise as you go.

EYFS - show children a range of eggs children add descriptive labels using the sounds they can hear - may just be the initial sound.

Yr 1 - work as a group with adult support: Adult draws a large 2 x 3 grid on the board, representing the inside of a huge egg box. Take suggestions from children as to adjectives to describe dinosaur eggs (*massive, rough, etc.*). Record x6 on egg shaped pieces of paper and place these 'in the egg box'. What qualifying adverbs could we use for each (e.g. *very big*)? Add the adverb and repeat, where possible using a different adverb each time.

Yr 2 - Children have photocopies of pp 22-23/24-25 from the **DK Encyclopaedia**.

They look at the pictures of dinosaur eggs and share ideas for **adjectives** they would use to describe them (e.g., huge, round, smooth). They record all their ideas on a large piece of sugar paper cut to resemble a dinosaur's egg. **Extension:** try adding modifying adverbs to some adjectives (very big; really smooth).

Stretch: do as above but write their descriptions on the egg-shaped pieces of paper as full sentences including both **adverbs** as well as **adjectives** - *Citipati's eggs were really white and quite long.*

Plenary: Read parts of pp 24-25 of the **DK Encyclopaedia**. What adverbs and adjectives could we use to describe the appearance of the dinosaur hatchings and the actions of their mothers?

To write a description of a favourite dinosaur using adjectives, adverbs and descriptive phrases

EYFS - **L** - Spell words by identifying the sounds and then writing the sound with letter/s.

at books for further information about their dinosaurs.

EYFS - children use their phonic knowledge to add labels of features to dinosaur picture, eg.g feet, back, teeth, claws (children make phonetic attempts at words)

Yr 1 - Children stick down their image on the inside lower half of their 'Fascinating Fact' flap. They add labels to their image using adjectives e.g. sharp teeth

Yr 2 - Children stick down their image on the inside lower half of their 'Fascinating Fact' flap. They add labels to their image using expanded noun phrases to describe and specify.

Stretch - do as above but write labels that not only describe their dinosaur's body parts but which also provide brief explanations for features.

Plenary: Ask children to share their labelled images. What good adjectives did children use to expand their noun phrases? What brief explanations for body features did some children manage to include within their labels?

To compose sentences for an information text

EYFS - **L** write short sentences with words with known letter sound correspondences

Yr 1 - **Composition:** say out loud what they are going to write about; 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.

Grammar: begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. **Handwriting:** sit correctly at a table, holding a pencil comfortably and correctly; begin to form lower-case letters in the correct direction, starting and finishing in the right place

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Direct children to use their phonics skills to read each word accurately. Define any new and unfamiliar words or phrases. Discuss making a note - one word or phrase - to remind us of a fact. Ask various children to say what the most *awesome* (note the grapheme used for /or/!) fact about stegosaurus that they have heard or read today is.

EYFS - Adult read dinosaur fact files to children and ask them to recall their favourite fact - rehearse orally sharing their fact.

Yr 1/Yr 2 - In mixed pairs/3's - children share what they know and are interested in about dinosaurs. Together, they read the provided **Dinosaur Fact Files** and other reference books, checking to see that their texts are non-fiction. Some may also use the Internet. It is helpful if they make some brief notes as words or phrases (Yr 2 children act as scribes). Children tell one another the most awesome fact they have learned. Partners must be ready to feed back their friend's amazing fact in the Plenary.

Plenary: Discuss which books and websites children read or visited in their search for information about dinosaurs. Did anyone find they were reading fiction? End by asking children to share their partner's favourite dinosaur facts

To make notes

EYFS - **C&L** - Engage in non-fiction books; listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Yr 1 - **Spoken Language:** Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. **Comprehension:** listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently; **Composition:** saying out loud what they are going to write about

Yr 2 - **Spoken Language:** Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. **Comprehension:** Listen to, discuss and express views about a wide range non-fiction at a level beyond that at which they can read themselves; Be introduced to non-fiction books that are structured in different ways. **Composition:** Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary.

Shared-read short information text, the **Gigantosaurus Fact Sheet**.

Yr 1 - **Composition:** say out loud what they are going to write about: re-read what they have written to check that it makes sense. **Grammar:** learn and use the grammar for year 1 in [English appendix 2](#) **Handwriting:** sit correctly at a table, holding a pencil comfortably and correctly: begin to form lower-case letters in the correct direction, starting and finishing in the right place

Yr 2 - **Composition:** Encapsulate what they want to say, sentence by sentence; Re-read to check that their writing makes sense...**Grammar:** Learn how to use - expanded noun phrases to describe and specify [for example, the blue butterfly] *and* the grammar for year 2 in English Appendix 2. **Handwriting:** Form lower-case letters of the correct size relative to one another; Use spacing between words that reflects size of the letters.

Explain to children that today they are going to write descriptions of what one particular dinosaur looks like. Remind them how we have explored using adjectives and qualifying adverbs to enhance their descriptions before explaining that they will also try to use 'comparison descriptions' in their dino descriptions. Re-open the **Nouns and Adjectives** PowerPoint at Slide 12, to revise adjectives and adverbs. Then work through the final x3 slides, showing how nouns can be described with phrases that adjectivally compare them to other nouns (*as long as a bus*, etc.) Select a dinosaur, e.g. *the Triceratops* and model writing a brief physical description of the creature using adjectives, qualifying adverbs and descriptive comparisons.

Triceratops had huge sharp horns on their faces. They were quite slow but they could run away from predators. They were as tall as a bus so would have towered over people. Urge children not to overdo the comparative descriptions - one or two in their writing will be plenty! As you write, make some errors in word spacing and letter formation. Ask children to keep a look out for your mistakes and to suggest improvements you need to make.

EYFS - Use stencils to draw a dinosaur and add labels to describe

Yr 1 - Children use adjectives and some qualifying adverbs to write descriptions of what a particular dinosaur looks like.

Yr 2 - Children use adjectives and some qualifying adverbs to write descriptions of what a particular dinosaur looks like. Encourage to use a wider range of adjectives and adverbs and to make use of at least one comparison in their description.

Plenary: Hear dinosaur descriptions from around class. Praise good use of adjectives, qualifying adverbs and descriptive phrases.

To identify and write statements and questions

EYFS - **L** - Spell words by identifying the sounds and then writing the sound with letter/s

Yr 1 - **Punctuation:** beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

Yr 2 - **Grammar:** Learn how to use sentences with different forms: statement, question, exclamation, command. **Punctuation:** Develop their understanding of the

Yr 2 - Composition: Encapsulate what they want to say, sentence by sentence; Re-read to check that their writing makes sense...; Proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].

Grammar: Learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation and question marks...

Handwriting: Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

Read pages from the *DK Encyclopedia*. Note how the book features two regular 'box-out' elements designed to make the pages look more exciting and to help readers find out more - *Turn and Learn* and *Weird or what?* Compare these to examples in other information books. Look at the kinds of names these elements often have: *That's Amazing!*, *Funny Facts*, *Did You Know?*, etc. Note how the titles are kept short and sharp.

Some are exclamations, some questions.

Others make playful use of alliteration.

Select a title for your own flap, e.g. *Lift and Learn*. Write this on the topside of the flap.

If wanted, use capitals and take the opportunity to get children to practise forming capital letters on mini whiteboards. Lift the flap and write out your fascinating fact: *Did you know Gigantosaurus looked like T. Rex but lived a whole 10 million years before them?* Continue by focusing on the main written section of your **Fact File**. Model converting the simple notes you made previously into bullet-pointed sentences. E.g. *Lived L. Cretaceous (145 mill yrs) becomes, Gigantosaurus lived in the late Cretaceous Era, about 145 million years ago.* Stress how

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Is this text fiction or non-fiction? Confirm that it is non-fiction. Now shared-read the pages about the *Gigantosaurus* in the **DK First Dinosaur Encyclopedia** (pages 78-79). **Send EYFS children to complete activities.** If a friend asked you for a recommendation as to the best non-fiction text about *Gigantosaurus*, which of the two texts we have read today would you recommend - **The Gigantosaurus Fact Sheet** or the pages from the **DK First Dinosaur Encyclopedia**? Take answers and ask children to explain their preferences. Using an enlarged copy of **The Best Dinosaur Information Text** model copying the name of the book and then gathering together reasons for recommending it. E.g. the **DK Encyclopedia**. More interesting facts; clear headings so you can find things; text presented in bite-sized chunks; boxed-out sections; cool colour photos with labels and captions; has a quiz question at the foot of the page. Show children how to use bullet-point notes and/or quick jottings to capture thoughts and ideas rather than write whole sentences.

EYFS - Children share a fact they have learnt during input and discuss. Children explore non-fiction texts about dinosaurs and their own interests in provision

Yr 1 - Children look at the class collection and select a dinosaur reference book, text or website they would like to recommend to a friend. They take it in turns to explain the reasons for their choice to partners. Children work as a group with adult support to record these reasons in note form on *The Best Dinosaur Information Text*.

Yr 2 - Children look at the class collection and select a dinosaur reference book, text or website they would like to recommend to a friend. They take it in turns to explain the reasons for their choice to partners. They record these reasons in note form on *The Best Dinosaur Information Text*.

Plenary: Ask children to share the text they have chosen as the best on dinosaurs. Prompt them to explain why they have selected it.

To write a recommendation for a non-fiction text

EYFS - **PD** - develop the foundations of a handwriting style which is fast, accurate and efficient; **L** - form lower case letters correctly
Yr 1 - **Composition**: say out loud what they are going to write about; compose a sentence orally before writing it; re-read what they have written to check that it makes sense **Handwriting**: sit correctly at a table, holding a pencil comfortably and correctly; begin to form lower-case letters in the correct direction, starting and finishing in the right place

concepts set out in English Appendix 2 by: learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks

Watch the video of palaeontologists at work and discuss pronunciation:

<https://scienceforthekids.wordpress.com/dinosaurs/what-is-palaeontology/> Discuss children's thoughts: is it a job they would like to do? Explain the scenario - Becky in the video has found some remains in the desert and uses her smart phone to send an email with pictures to the head palaeontologist. Shared-read the **Email to Professor Martin**

Explain that Becky's sentences are statements. Shared read **Statements**. What other statements could we add, given the appearance of the fossil in the photo? Share ideas and feed back: *It is very well preserved*. Now look at **Professor Martin's Reply**. Discuss the opening sentences. Are these statements? Yes. Then ask about the next sentences. Are these statements? No. What kind of sentence are they? Questions. Read **Questions**. Look at the clues to their being questions - the question words at start of sentence, the change in inflection when spoken, the question marks at the end of each sentence. Take a moment to practise forming question marks correctly on mini whiteboards. Ask children to frame another question the Professor could ask Becky, e.g. *What kind of dinosaur do you think it might be?*

EYFS - Show children a range of fossil hunter tools - children write labels for these.

Yr 1 - Give each trio a tray. They discuss and write down a statement about their fossil hunter's tool (e.g. a trowel). On command, children rotate their trays. Read the previous group's statements in the new tray and add further examples.

Yr 2 - Give each pair a tray. They discuss and write down three statements about their fossil hunter's tool (e.g. a trowel). They also add a question. On command, children rotate their trays. Read the previous group's statements in the new tray and add further examples. Can they answer the previous group's question? Can they add a further question of their own?

Plenary: Identify the tools used in main session. Hot seat a 'palaeontologist'. Children ask them questions about their work and life. Volunteer records one of these using correct punctuation. 'Palaeontologist' makes statement replies. Again, a volunteer can record one of these.

To identify and write commands

EYFS - **C&L** - articulate their ideas and thoughts in well formed sentences;

Yr 1 - **Punctuation**: beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

Yr 2 - **Grammar**: Learn how to use sentences with different forms: statement, question, exclamation, command. **Punctuation**: Develop their understanding of the concepts set out in *English Appendix 2* by: learning how to use both familiar and new punctuation

you use careful word spacing and take care over your sentence punctuation.

EYFS - children try to sound out words to write a sentence about a dinosaur

Yr 1 - Children begin by selecting a title for their fascinating fact flap. They write this on the flap's cover and then set down their 'fascinating fact' on the flap's underside.

They continue by writing bullet-pointed sentences about their dinosaur for the main section of their page with adult support.

Yr 2 - Children begin by selecting a title for their fascinating fact flap. They write this on the flap's cover and then set down their 'fascinating fact' on the flap's underside.

They continue by writing bullet-pointed sentences about their dinosaur for the main section of their page. write in greater detail on each bullet-point, using a further page if necessary.

Plenary: Look at the titles children chose for their fascinating facts flaps. Ask volunteers to read their facts. Who do we think had the most amazing fact of all?

To edit information texts

EYFS - **PD** develop the foundations of a handwriting style which is fast, accurate and efficient **L** form lower and capital letters correctly

Yr 1 - **Composition**: say out loud what they are going to write about; compose a sentence orally before writing it; re-read what they have written to check that it makes sense; discuss what they have written with the teacher or other pupils; read their writing aloud, clearly enough to be heard by their peers and the teacher

Yr 2 - **Composition**: Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils; re-read to check that their

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Yr 2 - **Composition:** Plan or say out loud what they are going to write about; Encapsulate what they want to say, sentence by sentence; Re-read to check that their writing makes sense; Read aloud what they have written with appropriate intonation to make the meaning clear.

Handwriting: Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined; Use spacing between words that reflects the size of the letters

Read pp 82-83 of the **DK First Dinosaur Encyclopedia, A Bright Spark**. Ask children quick comprehension questions: what does Troodon actually mean? How many teeth did a Troodon have? etc. Re-read the bullet-point notes you made yesterday setting out why the **DK Encyclopedia** was the better information text about dinosaurs that you looked at with children. On the board, model writing an introductory line from your notes: *The book I would recommend to a friend is... I think it is... Ask for children's help in coming up with really good adjectives/descriptive phrases to describe the book.*

Awesome; amazing; incredible; fascinating and beautiful to look at. Continue, with children's help, to turn your notes from yesterday into finished sentences. Stress good handwriting, spacing and punctuation - your friends need to be able to read your recommendations.

Reinforce particular letter forms and joins that children need to practise. Make sure children see/hear you re-reading your work frequently to show how you check for errors and to improve the quality of your vocabulary and expression.

EYFS - letter formation practise for the letter sounds taught so far & name writing practise if still needed (during Input with TA)

Yr 1 - with an adult share write their recommendation; children then choose one sentence to improve and write independently focusing on handwriting and letter formation.

Yr 2 - Returning to the notes of their discussions previously children use their best handwriting to name and write commendatory sentences about a dinosaur information text to a friend. **Stretch** also write sentences describing ways in which the book or website could be made even better.

Plenary: Volunteers read their work aloud. Is there a book or website that is particularly recommended? Read from it to finish the session.

To recall key features of non-fiction information texts

correctly, including full stops, capital letters, exclamation marks, question marks
Read pages 106 to 107 of the **DK First Dinosaur Encyclopedia, Investigating a Find**. Look at the pictures on these pages and compare them to yesterday's video. Discuss what the *places* dinosaur fossils are found in seem to be like. Take feedback and record ideas: e.g. harsh and remote. Very hot and dry and dusty. No shops or roads. Shared-read the list on **Professor Martin's Advice for New Diggers**. Ask children: are these sentences statements? No. Are they questions? No. Explain that they are **commands**. Shared-read the definition of **Commands** looking at key features of the form - verbs placed at or close to the beginning of the sentence; the bossy, ordering tone; the occasional use of a single exclamation mark if the command is very strong or serious. Get children to consider further commands that could be added to the **Advice**. Write these out: *Wear some sunglasses. Don't forget to photograph your finds, etc.*

EYFS - . Adult hides a set of plastic dinosaurs or 'fake fossils' in a sand tray. Ask a volunteer to prepare to 'dig' for a fossil. The group must come up with a command to give the digger. *Put on your hard hat.* Continue and repeat, letting other junior palaeontologists have a go.

Yr 1 - . Adult hides a set of plastic dinosaurs or 'fake fossils' in a sand tray. Ask a volunteer to prepare to 'dig' for a fossil. The group must come up with a command to give the digger. *Put on your hard hat.* Continue and repeat, letting other junior palaeontologists have a go. Children write their favourite commands.

Yr 2 - Children share ideas for advice on what to do on finding a fossil. They write these as commands on **What to do if you find a fossil** (*Take a photograph of your fossil. Measure your fossil with a ruler to see how long it is. etc.*) **Stretch** do as above but after each command, add a qualifying or amplifying statement. *Take a photograph. This is because you might need to show somebody else your fossil. etc.*

Plenary: Share children's commands. Say you have one final command for children: Give yourselves a pat on the back - well done!

To identify and write exclamations

EYFS - L - form lower case and capital letters correctly

Yr 1 - **Punctuation:** beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

Yr 2 - **Grammar:** Learn how to use sentences with different forms: statement, question, exclamation, command. **Punctuation:** Develop their understanding of the concepts set out in **English Appendix 2** by: learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks Display on screen the short text, **The Day I Found a Fossil** and read this to the class. With children's help, identify statement sentences in the text. Repeat, this time asking children to find questions. Finally, help children to locate the commands

writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form; proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].

Explain that today's writing session will be the children's last on their **Fact Files**. They will need to finish composing their texts so that everything can be carefully checked before being bound up into the class **Big Book** or **Books**. Remodel the process of converting notes and ideas into full sentences, e.g. *43 m long, had x3 fingers* becomes, *They were 43 metres long and had three fingers*. Ask children for suggestions as to further adjectives that you could use to describe the three fingers: *three powerful and long fingers*. Show how you keep rereading your sentences to yourself as you write so that you can spot mistakes with punctuation and spelling.

EYFS - practise letter formation - based on yesterday's writing

Yr 1 & Yr 2 - Children continue to write bullet-pointed sentences for their **Fact File**. They re-read their work to check for errors in punctuation, spelling and grammar. They look at ways they can enhance the quality and precision of their writing. When all their writing is complete, children can decorate their **Fact File** pages with further small dinosaur details and add additional 'fascinating facts' where space allows.

Extension for those who finish: ask children to act as book designers and editors. With Teacher input, children compile Contents pages for the **Big Book(s)** and/or compose a back cover blurb for the book's jacket. Make

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EYFS - **C&L** - Engage in non-fiction books; listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Yr 1 - **Word reading**: apply phonic knowledge and skills as the route to decode words; respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes; read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; **Comprehension**: listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently; discuss word meanings, linking new meanings to those already known; participate in discussion about what is read to them, take turns and listen to what others say: explain clearly their understanding of what is read to them

Yr 2 - **Word reading**: Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent; Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

Comprehension: Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say; Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. Explain to children that today they are going to be reviewing the typical features of **information texts**. Ask children to explain again what they understand by the term. Shared-read the items on **The Key Features of Information Texts**, urging children to use all their word-reading strategies to do so. On screen, read and enjoy the first two pages of *Nana, what's an information text?* by Ruth Mертtens and Jackie Abey. Once again, rehearse word-reading strategies with children as you go. Ask children: is *Nana* an information text? No. Refer back to the tick-list and confirm that it is not - it is a story, although in the story Nana does tell Dork all about the typical features you find in real information books. What is the first typical feature on information books that Nana tells Dork about? Confirm that they give facts and figures. Is that on our list? Check, agree it is and tick the item. Read on a further page and discuss the next feature discussed - that the information is true. Refer to the **Key Features**, confirm this point is on the list and tick it.

EYFS - Children explore non-fiction texts about dinosaurs and their

in the text. Highlight a further sentence (*What a day!*) and ask children if they can identify this sentence type: is it either a statement or a question? Is it a command? Explain that it is an **exclamation** and shared read **Exclamations** to cement children's understanding of the sentence form. Impress upon them that exclamation marks (despite the name) can also be used with other sentences, e.g. commands. Return to the text and ask children to find a further example of an exclamation, e.g. *How lucky that was!*

EYFS - letter formation practise session.

Yr 1 & Yr 2 - Children in mixed pairs shared-read the set of **Mixed Sentences**. They cut out the sentences, discuss them and sort them into groups - statements, commands, questions or exclamations. When satisfied with their allocation, children glue the sentences down in the correct places on an enlarged copy of the **Sentence Grid**. **Extension**: Challenge children to add further examples to each column. In particular, what exclamations can groups come up with?

Plenary: Read the set of sentences once more. Agree whether each is a statement, command, question or exclamation. Groups check their own posters to see if they placed the sentence correctly. Hear examples of further sentences children came up with to add to each box. In particular, what exclamations did people write?

To use information texts and websites to conduct research

EYFS - **C&L** - Ask questions to find out more and to check understanding

Yr 1 -

Yr 2 -

Remind children of writing outcome - to produce a class *Big Book of Dinosaurs* that will be filled with **Fact Files** written by children about dinosaurs they are really interested in. Explain that today children will begin by choosing and researching their dinosaurs. Pick a dinosaur, e.g. a Giganotosaurus. Begin by looking at the **DK First Dinosaur Encyclopedia**. Show how you can use the contents page and the index to discover sections of the book that will give you information about Giganotosaurus. Indicate how you check the glossary to confirm the meaning of any unfamiliar words you encounter. Record your discoveries in **note form** on a copy of the **Research Record Sheet** e.g. *Lived L. Cretaceous (145 mill yrs); 43 m long, had x3 fingers; name = 'great southern rept'*. Continue, using further dinosaur information books from the class collection. If relevant, show children how to use the Internet to discover more about Giganotosaurus. Go to <http://www.nhm.ac.uk/discover/dino-directory/giganotosaurus.html> and demonstrate using the search box on the website to locate the facts that are pertinent to you. Show how you can follow hyperlinks to glossary words and get further information. With children's help, pick out **one** fact about Giganotosaurus, or about dinosaurs in general, that is really incredible (e.g. *they were even bigger than T. rex!*)

sure children have access to dinosaur information books from the class collection to work from as models for each of these. Other children can provide illustrations for the front cover and use their best handwriting to provide the Big Book's title.

Plenary:

Bring together finished **Fact Files** and celebrate children's achievements. Allow volunteers an opportunity to talk through what they have done and/or to read aloud sections of their **File**. When bound, display the class *Big Book of Dinosaurs* and urge children to keep consulting it to find out more about other people's dinosaurs.

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own interests in provision

Yr 1 & Yr 2 - In mixed ability Groups shared-read *Nana, what is an information text?*, taking turns and making sure they read aloud clearly and carefully. They discuss each feature of information texts as it is mentioned in the story. Groups tick the features they have heard discussed by Nana and Dork on the **The Key Features of Information Texts**. *Stretch*: children review their group's tick list. How many class information books exhibit the same features. Do all information books always show each feature?

Plenary: Each group brings its **Key Features of Information Texts** back to the carpet. Compare results. Re-read the story and stop for each point made. Are any not ticked? Who found examples of these in text books in class? Note that not all information books display all these features

To navigate index and contents pages in information texts

EYFS - *C&L* - Engage in non-fiction books; listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Yr 1 - *Word Reading*: apply phonic knowledge and skills as the route to decode words; respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes; read accurately by blending sounds in unfamiliar words containing *GPCs* that have been taught; *Comprehension*: listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently; discuss word meanings, linking new meanings to those already known; participate in discussion about what is read to them, take turns and listen to what others say: explain clearly their understanding of what is read to them

Yr 2 - *Comprehension*: Discuss the sequence of events in books and how items of information are related; Be introduced to non-fiction books that are structured in different ways; Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say; Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. *Word Reading*: *Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent*

Revisit the **Key Features of Information Texts**. Highlight contents pages. Turn to the contents pages of the *DK First Dinosaur Encyclopedia*. Can children explain what these pages are for? Explore

EYFS - create questions about dinosaurs they would like to find out - adult reads/finds the answers and discuss.

Yr 1 - As a group Children share ideas and then decide on a dinosaur they would like to research for the class *Big Book*. They use a variety of information books and websites to conduct their research, recording their findings in note form on a copy of the **Research Record Sheet** with an adult scribe. Before finishing, they select one thing they discovered as a special, 'most amazing' fact.

Yr 2 - Children share ideas and then decide on a dinosaur they would like to research for the class *Big Book*. They use a variety of information books and websites to conduct their research, recording their findings in note form on a copy of the **Research Record Sheet**. Before finishing, they select one thing they discovered as a special, 'most amazing' fact.

Plenary: Ask children to explain which dinosaurs they have chosen and why. What one really amazing fact did you discover about your dinosaur or about dinosaurs in general?

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the pages' layout, with bold text for headings and listings of page numbers so that readers can navigate to particular sections of the text. Check this with children: if I wanted to learn about Triassic dinosaurs, what part of the book would I turn to? What would I be reading about if I went to page 84-85? Open

<http://www.nhm.ac.uk/discover/dino-directory.html>. Compare the website with the *Encyclopedia*. Explain the site's homepage is the equivalent of a contents page: it tells you what is on the site. We click the tabs rather than turning pages to get where we need to go. Returning to the *Encyclopedia*, ask children what is on pages 132-135. The index. Turn to the index and discuss its purpose. Show how the listing of subjects is in alphabetical order. Say you want to find out about Argentinosaurus - what page would you need to turn to? What if you wanted to learn about, e.g., mammals? Look at <http://www.nhm.ac.uk/discover/dino-directory.html> again. Show how the search box operates a bit like an index, as do hyperlink labels. EYFS - Children explore non-fiction texts about dinosaurs and their own interests in provision

Yr 1 - Give children copies of the contents and index pages from the *DK Encyclopedia*, plus the simplified **Contents and Index Pages Puzzle (2)**. Working together, children solve the puzzle questions.

Yr 2 - Give children copies of the contents and index pages from the *DK Encyclopedia*, plus the **Contents and Index Pages Puzzle (1)**.

Stretch have the index and contents page photocopies as above but write their own puzzle questions guided by the **Examples** provided

Plenary: Review children's puzzle answers. Hear the puzzle questions created by more able writers. Encourage children to suggest answers

To understand and use a glossary

EYFS - **C&L** - Learn new vocabulary and use it in a range of contexts

Yr 1 - **Word Reading:** apply phonic knowledge and skills as the route to decode words; respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes; read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; **Comprehension:** listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently; discuss word meanings, linking new meanings to those already known;

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participate in discussion about what is read to them, take turns and listen to what others say: explain clearly their understanding of what is read to them

Yr 2 - Comprehension: Be introduced to non-fiction books that are structured in different ways; Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say; Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. **Word Reading:** Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Revisit the **Key Features of Information Texts** once more and highlight Glossary. Ask children what they think a glossary is. Take ideas and describe how glossaries are a bit like special dictionaries: they explain what new and unusual words in an information text, that readers might not know, actually mean. Look at an enlarged copy of the glossary in the *DK First Dinosaur Encyclopedia*. Show how the words on the page are listed in alphabetical order. Ask: *Using alphabetical order to help you, who can find me the word coprolite?* Ask a volunteer to come up and locate the word. What does the word mean? *Who can find me the word meteorite? What is the definition of meteorite given in the glossary?* Display the **Glossary Words** and use them to teach children to organise alphabetically, using the 1st then 2nd and 3rd letters to sequence words correctly. Display the set of **Definition Cards**. Shared read each and work together to place the correct definition next to each of the words on the board.

EYFS - Ask children to choose a text to have read to them Engage children in non-fiction texts about dinosaurs. Support children to learn new vocabulary and ask questions to find out more information. Sing the alphabet and complete alphabet puzzles.

Yr 1 & Yr 2 - In mixed ability Pairs read the set of **Dinosaur Words**. They cut out and stick down words in alphabetical order in a vertical column on the left hand side of an enlarged copy of **Glossary**. Pairs then cut out the **Dinosaur Definitions**. They read, discuss and glue these down next to the correct word, consulting dictionaries if needed. **Extension:** Look at glossaries in dinosaur information books. Find favourite new words to share with the class in the Plenary. **Stretch** do as above but have only half the definitions provided. They draw on dictionaries and reference books to provide definitions for

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the missing words.

Plenary: Compare finished **Glossaries**. Are we agreed on the correct, alphabetical order of the words? Discuss the meanings children have ascribed to the words. Who found a word in a glossary that they really liked? Share examples and ask children to explain their words' meanings.

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Key Stage 1

English Learning Journey

Outcome:



Purpose: To inform

Audience: Father Christmas

Form: Letters

Linked Guiding Reading Texts



Key Writing Statements

To write in the third person.

To write in the past tense

To use full stops, question marks & exclamation marks correctly

Year 1

To use headings

To use adjectives

Year 2

To use conjunctions such as because to aid explanations

To use paragraphs

To use adjectives including comparative adjectives to create descriptions

Key Reading Statements

Year 1

word reading

-apply phonic knowledge and skills as the route to decode words

-respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes

Reading - comprehension

-listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently

-link what they read or hear to their own experiences

-discuss word meanings, link new meanings to those already known

-check that the text makes sense to them as they read, and correcting inaccurate reading

-participate in discussion about what is read to them, take turns and listen to what others say

-explain clearly their understanding of what is read to them

Year 2

word reading

-continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent

-read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes

-read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

Reading - comprehension

-listen to, discuss and express views about a wide range of non-fiction at a level beyond that at which they can read independently

-discuss the sequence of events in books and how items of information are related

-Be introduced to non-fiction books that are structured in different ways

-discuss and clarify the meanings of words, linking new meanings to known vocabulary

-check that the text makes sense to them as they read, and correcting inaccurate reading

-participate in discussion about books, and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

-explain and discuss their understanding of books, and other material, both those that they listen to and those that they read for themselves

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Stimulate & Generate	Capture, Sift & Sort	Create, Refine, Evaluate
<p>To listen to and read letters. To write explanations. EYFS: C&L: Listen carefully to a range of text types, Understand how to listen carefully and why listening is important. Yr 1: Comprehension: Make inferences on the basis of what is being said and done; Participate in discussion about what is read to you, taking turns and listening to what others say; Explain clearly your understanding of what is read to you. Composition: Compose a sentence orally before writing it. Yr 2: word reading: Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Comprehension: Make inferences on the basis of what is being said and done. Composition: Encapsulate what you want to say, sentence by sentence. Open an envelope addressed to the class. Display page 1 of the letter inside the envelope. Look puzzled and ask children how you can tell who a letter is from. Take suggestions and then identify and shared-read the letter's sign-off line and signature. It says <i>Love from Bert</i>. But who or what is Bert? Read the letter carefully, asking children to listen out for any clues as to what sort of creature Bert is. Point out and discuss the key layout and language features of a letter as you go - the sender's address, the date, the <i>Dear...</i> line, the contents of the letter written out in paragraphs, the sign-off line and signature, etc. Explain what a PS (postscript) on a letter is. Read Bert's postscript. Oh dear! The sentence runs out before he tells us what sort of creature he is and there's nothing on the other side of the paper! We will have to try and work out what sort of creature Bert is ourselves. <i>Send Year 2s off to begin their work.</i> Help Year 1s begin their activity. EYFS: Children draw and label what they think Bert might be. Yr 1: Children listen to Bert's letter being read aloud once again and discuss what they have learned about him. Children decide what sort of creature they think Bert is and then draw their idea. They orally compose and write out a punctuated sentence suggesting what creature they think Bert is: <i>I think Bert is... because it says...</i> Scaffold: Sentences to complete. Yr 2: Children shared-read Bert's Letter once more. Children write descriptive sentences saying what they think Bert is: <i>I think Bert is a huge, roaring dragon with sharp teeth and a long tail all covered in spikes.</i> They write further sentences to explain their decision and say why they think this: <i>I think this because he says that...</i> Plenary: Hear children's thoughts and ideas about Bert from around the class. Suddenly notice that the envelope contains a <u>second page</u> that you hadn't spotted before. Turn the page over so children can see. Bert is a T Rex dinosaur.</p>	<p>To read and write statements and questions EYFS: NELI session Yr 1: Composition: Compose a sentence orally before writing it; Sequence sentences to form short narratives. Grammar: Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Yr 2: Spoken Language: Participate in role-play. Composition: Encapsulate what you want to say, sentence by sentence. Grammar: Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks [and] question marks. Read Dear Postman with children. Pause at the page where Sam writes asking for a tiger. What do children think will happen? Will Sam actually get a tiger in the post?! Finish the story and then return to the page with the letter from the Rabbit. Confirm the presence of layout and language features typical of a letter (the <i>Dear</i> line at top left, the writing in chunks (paragraphs), a sign off line (<i>Love</i>), the sender's name at the bottom. Identify the <u>question sentence and question mark</u> on the page: <i>Please can you bring me a carrot?</i> A question asks something. Show the next page and identify the <u>statement sentence</u> ending with a <u>full stop</u>: <i>Bunny waited.</i> A statement says something or gives you a fact. <i>It is in the post!</i> Look at the role of the <u>exclamation mark</u> in making a strong statement. Turn over to the page with the Goldfish. Find and read me a question sentence. Find and read me a statement. Why does the final line have an exclamation mark? Ask children to say this line out loud, showing how their voices changes when they speak an exclaimed statement. EYFS: NELI session Yr 1: Children shared-read the list of The Animals and their Parcels from the story. They pick one of the animals, who is waiting for their parcel to arrive. They write a speech bubble question from the animal to the postman or woman (<i>Is my carrot here yet? When will</i></p>	<p>To listen to a story. To make predictions EYFS: L - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Yr 1: Comprehension: Make 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. Composition: Say out loud what you are going to write about; Compose a sentence orally before writing it. Yr 2: Comprehension: Make 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. Composition: Encapsulate what you want to say, sentence by sentence. Read and enjoy the first half of Dear Father Christmas, up to the page where Holly and Billy hang Father Christmas's decoration on their Christmas tree. Ask children questions about what they have heard in the story: How does the book say Father Christmas manages to fit down even small chimneys? What sort of things do the elves help Father Christmas do? Ask children to talk about their own family Christmas traditions and plans - what do they look forward to most about Christmas time? Re-read the passage where Holly hesitates over the present she would like to ask Father Christmas for: <i>She thought about what she wanted but she didn't dare ask for it.</i> What do children think Holly's mystery Christmas wish might be? Why do they think she is reluctant to put it on her list for Father Christmas? EYFS: Yr 1: Children share ideas for what they think Holly's mystery gift will turn out to be. On Holly's Mystery Christmas Wish, they draw or paint a picture of the present and use talk to describe it in detail to their partners. They also explain why Holly would really like her choice of present. They write punctuated sentences about the present: <i>I think Holly wants... She wants it because...</i> Yr 2: Children do as Year 1 above but also discuss why they think Holly keeps hesitating to write her wish on her list. Is it because she can't make up her mind? Is it because the present is very expensive? Does Holly think Father Christmas won't like her idea? Children write punctuated sentences explaining their thoughts. Plenary: Let children share their predictions and hear why they</p>

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To listen to a story. To answer questions about a story.

EYFS: C&L: Listen to and talk about stories

Yr 1: **Comprehension:** Understand the books you listen to by drawing on what you already know or on background information and vocabulary provided by the teacher; Discuss the significance of the title and events; Make 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

Yr 2: **Word reading:** Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. **Comprehension:** Make inferences on the basis of what is being said and done; Answer and ask questions; Predict what might happen on the basis of what has been read so far.

Read children the first half of **Dear Dinosaur**, up to the page showing Max's birthday card to T Rex and the dinosaur's reply letter to Max. Ask questions about the story so far: Where does Max meet T Rex? Is Max scared of T Rex or not? Why do you think he is so brave? What sort of things did the dinosaurs get up to at T Rex's birthday party? etc.

Look at one of the letters that Max gets from T Rex. What things about the writing tell us that this is a letter? Identify the layout and language features of letters that children discussed yesterday. Ask children what they think may happen next in the story: Will Max go back to the Museum? Will T Rex come to visit Max at his house? will T Rex get to eat a Sausagosauros?! Reassure children that they are going to hear all the rest of the story a bit later on, when they will find out what happens to Max and T Rex. *Send Y2s off to begin work.*

Help Y1s to start their activity.

EYFS: Verbally answer questions and make predictions about the story.

Yr 1: Children listen again to a reading of the double-paged spread from **Dear Dinosaur** showing T Rex's first letter to Max. They discuss and orally respond to each of the **Story Discussion Points**. Children write a punctuated sentence saying what they think will happen next in the story. **Scaffold - sound cards, letter formation cards,**

Yr 2: Children do as Year 1 but read T Rex's letter **plus** Max's reply from the following page. They read and discuss their answers to the **Story Questions**. Where asked to, they record answers to the questions on their page.

Plenary: Ask children to review what they think may happen next in **Dear Dinosaur**, helping them to explain why they think this. Read the remainder of the book. How close were we with our predictions?

To discuss communication. To write a message.

EYFS: UW: Recognise that people celebrate special times in different ways.

my twig come? Will my parcel go through the letterbox?) They then write a speech bubble statement response from the postman or woman using a full stop or exclamation mark (*Here is your carrot. It will be here on Monday. It's too big!*) Children check the sentence-end punctuation in all their sentences.

Extension: Add drawings of the animal and postman or woman below your speech bubbles. Write a punctuated sentence saying how excited the animal is about receiving their parcel

Yr 2: Children use the **Question Starters** and role-play a meeting between a quizzical animal and a postman/woman. The animal asks questions and the postman/woman gives answers. When ready children write their conversation using a **play-script template**.

Plenary: Read **Good Morning!** Identify questions and statements. Confirm whether question marks, full stops and exclamation marks have been used correctly. Shared-write a final, correctly punctuated question from the Chicken. What does the postman reply?

To Read and write letters containing questions, statements and commands.

EYFS: L: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Yr 1: **Composition:** Compose a sentence orally before writing it; Sequence sentences to form short narratives; Read aloud your work so that it can be heard by your peers and the teacher. **Grammar:** Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

Yr 2: **Composition:** Encapsulate what you want to say, sentence by sentence; Read aloud what you have written with appropriate intonation to make the meaning clear. **Grammar:** Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks [and] question marks.

Re-read all of **Dear Postman**. Look again at the final animal letters, those from the Chicken and the Stick Insect. Recap yesterday and identify the questions and statements (plus relevant punctuation) on these pages.

think these would make such good presents. Let Year 2s talk about why they think Holly keeps hesitating over her gift idea. Read the rest of **Dear Father Christmas** and discover what Holly's wish was - a ride on Father Christmas's sleigh! How amazing would that be?!

To sequence events and make links

EYFS:

Yr 1: **Spoken Language:** Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. **Composition:** Sequence sentences to form short narratives

Yr 2: **Spoken Language:** Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. **Composition:** Write narratives about personal experiences and those of others (real and fictional); Encapsulate what you want to say, sentence by sentence.

Re-read the first half of **Dear Father Christmas**, pausing once again at the page with the children hanging decorations on the Christmas tree. Look at all the letters to and from Father Christmas in the story and recap children's knowledge about how letters make their journey from one house to another.

Re-watch the short video charting the journey of a birthday card from a little girl to her Granny at

<https://www.youtube.com/watch?v=8pFd8DLcPIY>. Turn back to the picture showing Holly's very first letter from Father Christmas stuck on the mantelpiece above the fire in its red envelope. What different things happened for the letter to finally reach Holly?

Help children to articulate ideas:

- o Father Christmas wrote the letter
- o Erol and some of the other elves put it on the sleigh
- o The reindeer flew to Holly's house
- o Erol came down the chimney and stuck the letter by the fire

OR

- o Father Christmas sent the letter to one of his 'helper Santas' in England
- o The Santa brought it over on his bike
- o He climbed down the chimney and stuck it by

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EAD: Create collaboratively sharing ideas and resources.

Yr 1: Composition: Say out loud what you are going to write about; Compose a sentence orally before writing it; Read aloud your writing clearly enough to be heard by your peers and the teacher.

Punctuation: Leave spaces between words; Begin to punctuate sentences using a capital letter and a full stop.

Yr 2: Composition: Plan or say out loud what you are going to write about; Encapsulate what you want to say, sentence by sentence; Read aloud what you have written with appropriate intonation to make the meaning clear.

Handwriting and Punctuation: Use spacing between words that reflects the size of the letters; Use both familiar and new punctuation correctly, including full stops [and] capital letters.

Re-read **Dear Dinosaur**. How many different sorts of communication or message writing are in the story? Flip back through the pages - there are letters, a birthday card, a holiday postcard and an email. Do children know any other ways of keeping in touch with people who live far away? Briefly discuss sending greetings cards for, e.g., Mothering Sunday or Christmas, making telephone calls, sending texts, or using Zoom and other messaging apps like Instagram and Twitter. Display the captioned images of **Old-fashioned and funny ways to stay in touch**. Shared-read each caption and ask children if they know anything about these ways of communicating with people. Explain briefly how each one worked and give children an opportunity to say what they think of them.

EYFS: Children make Christmas Cards.

Yr 1: Children think of a friend or relative they'd like to get in touch with via pigeon post. They share ideas for the message they would send and then write it as punctuated sentences on a slip of lined paper, ready to be carried in its leg canister by a carrier pigeon. **Dear...****Extension:** Follow the instructions and make a pigeon post message canister. Roll up your finished message and put it inside the canister ready to display and then take home.

Yr 2: Children talk about the message they would send to a friend or relative who lives far away. They write their message as several sentences on lined paper. They pick their favourite of the old fashioned ways to send a message, say why they like it and write sentences to explain why they have chosen their method.

Plenary: Look at Year 1's pigeon post messages and canisters. Find out which methods of communication Year 2 children have suggested they'd use to get in touch with friends or relatives. Discuss why they like these and what they have said in their messages.

Send Y1s off to begin writing. With Y2s, re-read the final letter from Sam to the postman, along with the postman's reply. Point out the command sentence used by the postman (*Have this instead*). Discuss the key identifying features of command sentences:

- they tell someone to do or not do something
- they begin with a bossy verb (an action or doing word)
- they are short and direct
- they end with a full stop but may use an exclamation mark if they are strongly expressed

EYFS: Read Mr Postman and sequence animals from the story

Yr 1: Using their own animal and food ideas or those on **Asking Animals**, children pick an animal (e.g. Monkey) and write a correctly laid-out letter from him to the postman. The letter contains a punctuated question (*Dear Postman, Please can I have some bananas?*) and a statement (*They are really nice to eat.*) It finishes with a sign-off line (*Love from Monkey*).

Extension: Write the postman's punctuated statement reply to the animal. *Yes, I will bring you some bananas tomorrow*

Yr 2: Children do as Year 1 above but also compose the postman's reply to the animal, making sure to include a command in their letter. *Dear Monkey, Yes, I will bring you some bananas tomorrow. Leave your gate open for me. Best wishes, Postie Pete.*

Extension: add a PS (a postscript to either the animal or the postman's letter).

Plenary: Ask children to read aloud their animal letters and replies from the postman. Celebrate accurately punctuated questions, statements and commands.

To recognise and use adjectives and adverbs

EYFS: L - Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Yr 1: Spoken language: Use relevant strategies to build your vocabulary; Give well-structured

the fire

Send Y1 off to begin their work.

Introduce Y2 children to **Sequencing Adverbs** such as *first, then, next, finally* etc. and show them how to use these to sequence events in a description or explanation. Taking suggestions from the children as to how Father Christmas's letter reached Holly, model using adverbs to sequence an account: *First Father Christmas wrote the letter. Then he...*

EYFS: Children draw and verbally explain what happened to the letter.

Yr 1: Children share ideas and decide how they think Father Christmas's letter reached Holly. On their page they write sentences describing **two** things that happened. *Erol the elf flew on a reindeer. Then Erol came down the chimney and stuck the letter by the fire.*

In the boxes underneath add drawings showing each of their stages.

Yr 2: Children do as Y1 above, but describe at least **three or four** stages in the letter's journey. They use **Sequencing Adverbs** (*Then, Next, Finally*, etc) to help structure their account. They write their sequence out in a concertina book, adding a picture on each page to show the different parts of the sequence of events.

Plenary: Hear ideas from around the class as to how children think Holly's letter got to her house. The mystery is solved!

To plan a letter of request

EYFS: EAD: Share their creations, explaining the process they have used. CL: Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Yr 1: Spoken Language: Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. **Composition:** Say out loud what you are going to write about

Yr 2: Spoken Language: Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. **Composition:** Plan or say out loud what you are going to write; Write down ideas and/or key words, including new

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To Sequence events. To Use role-play and writing to express preferences and feelings.

EYFS: L: Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Yr 1: **Word reading:** Apply phonic knowledge and skills as the route to decode words. **Comprehension** Explain clearly their understanding of what is read to them. **Spoken Language:** Participate in discussions and role-play

Yr 2: Word reading: Continue to apply phonic knowledge and skills as the route to decode words. **Comprehension:** Explain and discuss your understanding of books, poems and other material. **Composition:** Plan or say out loud what you are going to write about; Encapsulate what you want to say, sentence by sentences

Skim through to the pages in **Dear Dinosaur** that show Max and T Rex writing letters. Using a real piece of paper, envelope and stamp, take children through the process of:

- o writing a short, simple letter saying what the class have been doing this week
- o putting it in an envelope
- o writing an address on the envelope
- o putting a stamp on the envelope

Ask questions: what happens next to the letter? How does it reach the person it is written to? Discuss children's knowledge and understanding of what happens to a letter or postcard once it has been posted in a pillar box. Watch the video (6 mins) of the journey through the post taken by a child's birthday card to their Grandma

<https://www.youtube.com/watch?v=8pFd8DLcPIY>.

EYFS: Twinkl. - post a letter cvc words activity

Yr 1: Children lay out a jumbled set of **A Letter's Journey** cards (6 cards), which describes how a letter from a friend reaches them. They read and discuss each card and arrange them in the correct order. Children then role-play being letter writers and recipients/postmen and women collecting and delivering letters. Having done so, children discuss whether it would be fun to be a postman or postwoman when they are older.

Yr 2: Children do as Year 1 above but read and sequence the set of 9 cards. When finished they discuss whether it would be fun to be a postman or postwoman when they are older. They write punctuated sentences recording their thoughts and feelings, saying what parts of the job look exciting and fun.

Plenary: Peg out or stick up the 6-card set as a whole class and confirm the

descriptions, explanations and narratives for different purposes, including for expressing feelings.

Composition: Say out loud what you are going to write about; Compose a sentence orally before writing it.
Yr 2: **Composition:** Plan or say out loud what you are going to write about; Encapsulate what you want to say, sentence by sentence. **Grammar:** Uses commas for lists; Use expanded noun phrases to describe and specify.
Recap **Dear Postman**. Pick one of the animals, e.g. the hamster, and ask children if they think a hamster makes a good pet. Encourage children to talk about why they think this. Share Slides 2-3 of the **Hamilton PowerPoint: Descriptive Writing** and explore using adjectives in descriptive writing. On mini whiteboards, children rehearse what they have learned, using adjectives to say why hamsters make good pets, e.g. *Hamsters are good pets because they are sweet and quiet*. Repeat with a sentence about particular features hamsters have: *They have soft fur and twitchy noses*. Choose another creature from **Dear Postman** (e.g. the stick insect) and do the same thing. *Stick insects are not good pets because they are not cuddly. They have thin legs and long arms. Send Year 1s off to begin work*. Use Slides 4 to 6 of the **PowerPoint** to teach Y2s to use a comma to separate two adjectives - a *twitchy, pink nose; long, thin whiskers; soft, glossy fur*, etc and to use qualifying adverbs in descriptions (*really, very, quite*)
EYFS: Children draw and label their favourite animal
Yr 1: Children continue to discuss the animals in **Dear Postman**. They choose their favourite and draw and colour this animal, using talk to describe it to their partner in detail as they do so.
They then write a description, explaining what it is like and why it makes a good pet.
Yr 2: Children share ideas and pick two favourite animals from **Dear Postman**. They record the names of each of these on **Good Pets**. They write sentences about the animals, using adverbs and adjectives to describe each and explain why they make good pets. They place commas between pairs of adjectives (*very big, grey eyes*, etc.) They finish by adding drawings of the two animals.

vocabulary.

Re-read the second half of **Dear Father Christmas**, from the page where Father Christmas is feeding his reindeer. Discuss again how what Holly most wanted for Christmas was a ride on Father Christmas's sleigh. How is Holly's sleigh ride described? *A magical midnight ride through the snowy, starlit sky*. Do children like that description? How does it make them feel? Ask children to think of amazing, magical midnight rides or journeys they would like to go on:

- o a hot air balloon ride with Father Christmas's elves
- o a trip on a space rocket to Mars
- o a dive in a submarine to the very bottom of the sea
- o a rollercoaster ride at a Christmas fair
- o a toboggan run down a snowy mountain, etc.

Explain children's big writing project - to write a properly laid out letter to Father Christmas, politely asking to go on a new magical midnight ride.

Use an enlarged copy of the **Letter Planner** to capture ideas for a magical trip and what you want to see or do in it. *Keep this plan for tomorrow's lesson.*

EYFS: Verbally discuss where they would go on their magical journey - children create a pictorial representation - adult scribe describing words.

Yr 1: Children talk about the magical journey they want to ask Father Christmas for. They write notes and draw pictures on a **Letter Planner** to say what journey they would like to go on and what one thing they would like to see or do on their trip.

Yr 2: Children do as Y1 above but use the longer **Letter Planner** to stimulate their discussion and to record further ideas for what they want to see and do on their journey

Plenary: Hear ideas from around the class. What magical journeys do children want to ask for? What sort of things do they want to see or do on their amazing journeys? Imagine winning or being given a ticket to do this, as Holly is. If children don't know the story, explain about Charlie Bucket winning the golden ticket to Willy Wonka's factory in **Charlie and the Chocolate Factory** by Roald Dahl. Watch the video at

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sequence. Ask Year 2 children where the three extra cards they have been dealing with go in the sequence.

Plenary: Display **Delivery!** Shared-read the text, asking children to propose suitable adverbs and/or adjectives for each cloze gap in the sentences. Re-read each sentence and check for sense.

To write a description using prepositional phrases

EYFS: L: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Yr 1: **Composition:** Compose a sentence orally before writing it; Re-read what you have written to check that it makes sense.

Yr 2: **Composition:** Plan or say out loud what you are going to write about; Encapsulate what you want to say, sentence by sentence. **Grammar:** Use expanded noun phrases to describe and specify.

Skim back through **Dear Postman** and return to the picture of the postman carrying the dog's bone. Revisit yesterday's work and model using a qualifying adverb and adjectives to describe the puppy's parcel: *The postman brought a very big, long bone.* Now open the **Hamilton PowerPoint: Descriptive Writing** at Slide 7, teaching children how to add prepositional phrases to descriptions. Using the preposition *with*, show how you extend your description of the bone: *a very big bone with bright pink wrapping paper.* Now model using *for* to complete the sentence: *a very big bone with bright pink wrapping paper for the happy puppy.* **Send Y1 children off to begin their work.** Share Slide 8 and the wider set of **Prepositions** with Year 2. Model selecting an image from **Dear Postman** and using a preposition from the set to orally describe the scene: *The hamster held a pencil in his claw.* Show how you then add adverbs and adjectives to your description: *The hamster held a very long, purple pencil in his tiny claw.*

EYFS: Show a range of pictures. - children add descriptive labels.

Yr 1: Children choose a parcel in **Dear Postman** and begin to write: *The postman brought a long branch...* They use *with* and *for* to add information to their

<https://www.youtube.com/watch?v=KR8PscR6N2s> How would you feel if that happened to you?

To write a letter

EYFS: NELI

Yr 1: : **Composition:** Compose a sentence orally before writing it: Sequence sentences to form short narratives; Re-read what I have written to check that it makes sense

Yr 2: **Composition:** Encapsulate what you want to say, sentence by sentence: Re-read to check that your writing makes sense.

Grammar: Use expanded noun phrases to describe and specify; Use sentences with different forms: questions, commands

Look at Holly's first letter to Father Christmas and at Santa's first reply to Holly. Confirm the presence in each of all the key layout and language features of a letter. Note the polite openings in the letters (*Thank you very much for your letter. I hope you are well.*), and the polite questions that Holly asks. Discuss how question sentences are written and punctuated. Rehearse forming neat question marks. Drawing on the planner you completed previously, model drafting the start of a polite letter to Father Christmas in which you ask to go on your magical journey, e.g. for a submarine journey to the bottom of the ocean.

Dear Father Christmas, Please may I have a ticket for a magical journey on a submarine to the bottom of the ocean?

Show how you lay your letter out correctly but stress that this is a draft - children will write their finished letters out in best tomorrow. As you describe what you want to see and do on your journey, show children how you use adjectives and prepositional phrases in sentences - *I want to swim with sleek dolphins under the waves. I want to shake the hand of a wobbly, slippery jellyfish with funny suckers on his tentacles.*

EYFS: NELI

Yr 1: Children re-read their **Letter Planner** and use it to help write their draft letter (correctly laid out). They politely ask to be given a ticket for their special journey. They describe one thing they want to see or do on their journey. They decide on a sign-off for their letter (*Lots of love from; A Christmas hug from.*)

Yr 2: Children do as Y1 above, but describe at least three different

description: *The postman brought a long branch with juicy green leaves for the hungry stick insect to eat.* They draw the scene they have described and re-read their sentence to check for sense.

Yr 2: Children share the set of **Prepositions**, select one and use it to compose a sentence orally, describing a moment or scene from **Dear Postman**: *The bunny sat under the letterbox.* They write out their sentence but also include qualifying adverbs and adjectives to create a more vivid description: *The very soft bunny sat under the empty letterbox with a hopeful look on his face.*

They repeat with three further scenes from the book, aiming to use different prepositions in each one
Plenary: Display and shared-read the first of **Budgie's Descriptive Sentences**. Ask children to add information to the sentence, using a preposition to add a further descriptive phrase: *The budgie perched... on a long twisty tree branch.* Repeat with the remaining sentences.

To write descriptively in a letter

EYFS: NELI session

Yr 1: **Composition**: Sequence sentences to form short narratives. **Punctuation**: Leave spaces between words; Begin to punctuate sentences using a capital letter and a full stop; Use a capital letter for the personal pronoun, I.

Yr 2: **Composition**: Write narratives about personal experiences and those of others (real and fictional); Encapsulate what you want to say, sentence by sentence. **Grammar**: Learn how to use both familiar and new punctuation correctly including full stops [and] capital letters; Use expanded noun phrases to describe and specify.

Re-read the final pages from **Dear Postman**, from where Sam writes to the postman. Ask children to imagine what Sam did and saw on his day out at the zoo. Collect up ideas. Model beginning a correctly laid out letter from Sam to his Granny, in which he recounts his exciting day out: *Dear Granny, I saw a rhino.* Tell children you want to include really good descriptions in your writing. Return to the **PowerPoint: Descriptive**

things they'd like to see and/or do on their journey. They use expanded noun and prepositional phrases to make their descriptions vivid and exciting.

They write one polite command (*Tell me if there is anything I can to help; Let me be your helper - please!*) in their draft letter.

Plenary: Share letters so far. Celebrate good sentence writing and effective descriptions. Watch the magic flying journey sequence from **The Snowman** at

<https://www.youtube.com/watch?v=upH1QZU4Z0Y>

To redraft and improve a letter

EYFS: NELI

Yr 1: **Composition**: Read aloud your writing clearly enough to be heard by your peers and the teacher.

Grammar: Leave spaces between words; Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark; Use a capital letter for the personal pronoun 'I'.

Yr 2: **Handwriting**: Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined; Use spacing between words that reflects the size of the letters. **Grammar**: Use both new and familiar punctuation correctly.

Composition: Read aloud what they have written with appropriate intonation to make the meaning clear.

Re-read the very last pages of **Dear Father Christmas**. Re-open the final envelope and read the text on the ticket. Talk about what might be written on the children's journey tickets. Model writing a best copy version of the draft letter from yesterday. Stress how you leave neat regular spaces between words. Show how you check to see that you have punctuated sentences accurately and used a capital *I* when talking about yourself (*I want to see... I want to find...*). Encourage children to use their very best handwriting when they write out their letters. Teach any particular letterforms and/or joins that the children need to work on.

EYFS: NELI

Yr 1: Children produce best copies of their letters. They work on word spacing and sentence punctuation particularly.

Extension: Design and write the glittering ticket for your journey on a piece of card!

Yr 2: Children do as Year 1 but also work on developing their

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Writing and revisit how to enhance your letter sentence by using adverbs, adjectives and prepositional phrases: *Dear Granny, I saw a really big rhino with long, pointy horns and quite small ears.* Continue your letter, emphasising your sentence punctuation and your leaving of appropriately sized spaces between words: *It was a bit dark and scary inside the reptile house but I saw a very bright chameleon with huge eyes.* Remember - when Sam says I, it must be a capital letter I.

EYFS: NELI session

Yr 1: Children discuss what Sam might have seen and done at the zoo - write a correctly laid out letter from Sam to a relative or friend saying what he saw and/or did. They include effective adjectives in their descriptions: *Dear Uncle Terry, I fed some funny little penguins and stroked a small goat.* They punctuate their sentences correctly and leave appropriate spaces between words.

Yr 2: Children do as Year 1 above but also use qualifying adverbs and prepositions in their sentences: *Dear Uncle Terry, I fed some really funny penguins with orange beaks and stroked a small goat on its head.*

Plenary: Let children share their letters from Sam. Celebrate correct letter layout. Pick up on really effective descriptions. Write some of these out on the board and ask children to confirm correct sentence punctuation and word spacing.

descriptive writing further.

Plenary: Allow time for children to read aloud their finished letters, helping children to read with clear voices and plenty of expression. Encourage listeners to make positive comments about each letter they hear. Help children to think about what they will do next time they write a letter to make their writing even better. Finish by letting children display their designs for their magical journey tickets from Father Christmas.