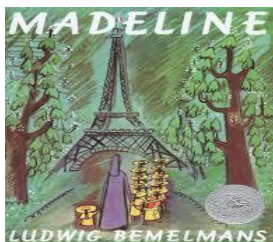
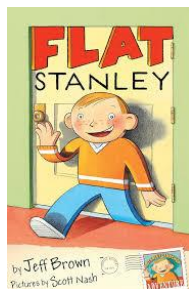


# English:

## Key Stage 1

### English Learning Journey



#### Outcome

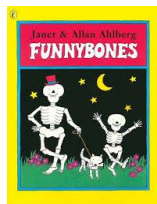
Purpose: To entertain

Audience: Grandparents

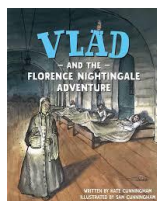
Form: Narratives: Stories from the recent past

#### Linked Guiding Reading Texts

EYFS/ Yr 1 - Funnybones



Yr 2 - Vlad & Florence Nightingale



## Key Writing Statements

Year 1: Say out loud what they are going to write about; Compose a sentence orally before writing it; Begin to punctuate sentences. Write sentences by sequencing sentences to form short narratives; Re-read what they have written to check it makes sense. Sit correctly at a table, holding a pencil correctly. Form lowercase letters in the correct direction; Form capital letters. Use a capital letter for names of people. Spell Regular plural noun suffixes -s or -es. Apply the spelling rules listed in appendix 2. Spell words with suffixes ing, ed, er added with no change to the root word. Name the letters of the alphabet in order; Use letter names to distinguish between alternative spellings of the same sound. Use capital letters for names correctly. Form capital letters correctly.

Year 2: Segment spoken words into phonemes and represent as graphemes. use expanded noun phrases. Use subordination. Consider what to write by: a. planning/saying out loud b. Writing key ideas. Use commas in lists. proof-read to check for errors. Read aloud what they have written form lower-case letters of the correct size relative to one another. start to use some strokes needed to join. evaluate their writing with others. re-read to check their writing makes sense.

## Key Reading Statements

Year 1: Discuss word meanings; understand books by checking the text makes sense as they read and correcting inaccurate reading; Explain clearly their understanding of what is read. Read accurately by blending sounds in unfamiliar words; Read aloud books that are consistent with their phonic knowledge; Apply phonic knowledge. Read aloud accurately books consistent with their phonic knowledge; Read common exception words. Read by blending sounds. Understand by checking the text makes sense as they read; Make inferences; Participate in discussion about what is read to them; Discuss word meanings, linking to those known.

Year 2: Discuss stories Understand books Make inferences Understand by: Checking text makes sense to them. Explain clearly their understanding of what is read to them. Continue to apply phonic knowledge b. Read accurately by blending sounds.

### Overview of Learning Journey - Stories from the recent past: Madeline, Madeline in London, Flat Stanley

#### Stimulate & Generate

To discuss stories and describe a character in detail.  
EYFS: CL: Listen to and talk about stories to build familiarity and understanding.

#### Capture, Sift & Sort

To write a story using conjunctions  
EYFS: L: Spell words by identifying the sounds and then writing the sound with letter/s.

#### Create, Refine, Evaluate

To plan a story.  
EYFS: L: Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.

## English:

Yr 1: Comprehension: Discuss stories beyond what they can read independently; Understand books; Start to make inferences drawing on what they already know. Transcription: Spell words containing each of the 40+ phonemes already taught.

Yr 2: Comprehension: Discuss stories Understand books. Make inferences. Transcription: Segment spoken words into phonemes and represent as graphemes

Read Chapter 1 of Flat Stanley - and then read 1 chapter a day.

Tell chn that we are looking at stories written a long time ago.

Explain that Flat Stanley was written in the 1960s, before most of their parents were even born! Now introduce the book, Madeline by Ludwig Bemelmans. Tell chn this story is even older than Flat Stanley!

It was written in 1939 and might have been a book their Grandparents might have read when they were younger. Have any of them seen any of these stories before? Watched the film? Look at the Madeline website <http://www.madeline.com> and explore the history of the book and the piece about the author. Ask if any of them have ever travelled to a foreign country. After they have shared their experiences, tell them that this book gives us a little glimpse into the city Paris in France. Read story, stopping to see if they know any of the landmarks of Paris. What did they think about the story? What about Madeline? What sort of words could we use to describe her? Chn discuss and feedback their ideas. Scribe some of these on the board.

Give group of 3 chn a large roll of backing paper. They choose the smallest child in each group to draw around and then, as a group, brainstorm all the things they have learnt about Madeline from the story and write these down in the outline. These can be both physical features, aspects of her personality and any inferences they can draw from the story. When chn think of a word they could use to describe Madeline, they try to sound it out to write it or use a dictionary to look up the correct spelling.

Plenary: Ask each group to move to the left/right to look at another group's words.

To read and recall texts off by heart.

EYFS: L: Read aloud simple sentences.

Yr 1: Spoken Language: speak audibly and fluently; participate in performances; gain, maintain the interest of the listener.

Comprehension: recognise and join in with predictable phrases and to recite some texts by heart.

Yr 2: Spoken Language: speak audibly and fluently; participate in performances; gain, maintain the interest of the listener.

Comprehension: build up (stories) learnt by heart

Yr 1: Grammar: Join clauses using and. Composition: Write sentences by: saying out loud what they are going to write about; Compose a sentence orally before writing it.

Yr 2: Grammar: use expanded noun phrases. subordination.

Composition: Consider what to write by: a planning/saying out loud what they are going to write about b. writing down ideas.

Re-read story with chn joining in with the beginning, showing their actions as they go. Look back at the character outlines of Madeline from Mon and display around the classroom for chn to use. Tell chn they are going to have a go at writing their new Madeline stories today and, after they have finished them, they will be sharing them with their grandparents or parents, so they need to be good! Model writing the story using a good example of one of the chn's story map planning sheets. Make sure to include some examples of expanded sentences using conjunctions.

Chn make any adjustments to their planner and then begin to write, using their planners to help them with the structure. While they are writing their stories, encourage chn to choose a few sentences to expand by using conjunctions, e.g. Madeline was in a lot of pain because her appendix was hurting her.

**Mark this work over the weekend with comments telling chn what to improve.**

Plenary: Give chn time to discuss their writing so far with a suitable partner. Does it make sense? Has it followed the planner so far? Does it follow the same sort of style as the Madeline stories?

To finish, edit and perform own stories.

EYFS: CL: Articulate their ideas and thoughts in well formed sentences.

Yr 1: Spoken Language: Speak audibly and fluently. Gain, maintain interest. Composition: Re-read what they have written to check that it makes sense.

Yr 2: Spoken Language: Speak audibly and fluently. Gain, maintain interest. Composition: re-read to check their writing makes sense c. proof-read to check for errors. Read aloud what they have written.

Hand out the marked chn's stories so far and give chn some time to read through the comments made. Use this time to discuss quickly any queries with individual chn. Tell chn that today they will be continuing to write their stories but also editing and improving what they have already written. Explain that just

Yr 1: Composition: Write sentences by saying out loud what they are going to write about, compose sentences orally before writing them.

Yr 2: Composition: a. Plan what they are going to write about; write down ideas.

On the carpet/tables, as a quick warm up, give each group of chn a chapter from Flat Stanley and a large piece of paper. Challenge chn to discuss what happened in that chapter and jot some notes down to summarise the main events. Come back together and briefly recap the main parts of the story. Now ask- What do stories need? Chn discuss and share ideas, thinking about Flat Stanley for ideas. Collate ideas and form a toolkit on the blank one (plan resource), e.g. characters, setting, problem, resolution. Recap some of their ideas about what might happen to them from Friday. Where does all of this take place in the story of Flat Stanley? e.g. in his house/bedroom. Can they think of any other setting that might be good for their story? Break down the Flat Stanley story into boxes on a blank story mountain.

Give chn an A3 enlarged copy of the blank story mountain.

Tell chn that today they are going to put those ideas they came up with on Friday together to create their own story. Suggest that it might be called Tiny Tina or Bouncy Ben, Round Robert, or whatever...etc. Explain that they will use the story mountain to structure their ideas: How and when did the event happen? What happened? Then details about how it felt and what occurred. Maybe there was something good they found out they could do in their new state. Then maybe feeling sad and wanting to be normal again. Lastly how they got back to normal. Chn write their ideas in each box of the mountain.

Plenary: Chn share their story mountains with a partner. They use the toolkit to help them review their plans. Have they followed a clear story-like structure? Have they got a clear ending, Are the characters well described? What is the story setting? Chn offer each other their advice.

To plan extended sentences

EYFS: L: Write simple phrases and sentences that can be read by others.

Yr 1: Grammar: Join clauses using and.

Yr 2: Grammar: use expanded noun phrases. Subordination. Recap extended sentences. Put up a sentence on the IWB, e.g. It was amazing being tall because... I was just about to

## English:

Ask chn to stand up in their groups from yesterday and talk about the character of Madeline. Were there any fantastic word choices? Re-read the beginning of the book up to "...how to frighten Miss Cavel." Explain that the start of the book is like a little poem and this is something each of the Madeline books have in common. Read the part again from the typed version. What do they notice about it? Why is it in the book? Feedback ideas looking at rhyming words, introduction of characters, setting, etc.

**Send home a letter inviting grandparents or parents in to share their Madeline stories on Monday next week.**

Give chn copies of the first few pages of the story or the printed words and pair them up. Chn read and then learn the beginning part off by heart. They can add actions to help them to remember the different parts.

After chn have read through and learnt as much of the text off by heart as they can, they think about how they can perform the beginning of the story to the rest of the class.

Plenary: Choose different pairs to stand up and perform their stories.

To use conjunctions to write extended sentences

EYFS: L: Write simple phrases and sentences.

Yr 1: Grammar: join clauses using and,

Yr 2: Grammar: use expanded noun phrases d. subordination.

Ask chn to imagine that Madeleine was trying to explain what Paris was like to a pen pal in England. What sort of things might she describe? Can they remember any of the landmarks? Photocopy and put some of the illustrations from the book around the carpet to help chn remember. Feedback their ideas and write one on the IWB, e.g.

The park is my favourite place. This is a bit of a boring sentence and doesn't really describe the lovely picture in the book, so how can we make it better? Explain that we can use conjunctions to expand the sentence and add more detail. Can they improve it by adding in a conjunction? Show chn the conjunction sheet to pick from. Feedback their new and improved sentences, e.g. The park is my favourite place because there is a sparkly pond. Explain that by using the conjunction because, they have been able to add a subordinate clause: because there is a sparkly pond. And by adding in an adjective sparkly, they have built up a clear picture of the park. Encourage Y3 chn to add more than one new clause, e.g. The park, in the middle of Paris, is my favourite place because there is a sparkly pond and you can sail boats on it. Give out the pictures from the story to help chn remember the parts of Paris that Madeline visited. They use the 'Conjunctions sheet' to write expanded sentences (plan resource). Then chn use

because it has been written on paper doesn't mean that has to be it, as all writing can be improved or changed in some way to make it even better! Explain that they will have to re-read where they have got up to to make sure they know how to carry on. Talk about how we can edit writing. Show examples of this, discussing any common problems/improvements they might be able to make. Chn re-read their writing so far and make any improvements they can. They then continue to write their Madeline stories using the planning sheet. Once they have finished, they check over the whole of their writing to make sure they have done the best job of writing a new Madeline story as they can.

Plenary: Invite their Grandparents (or parents) into the classroom for chn to share their stories. Encourage chn to read their writing clearly and loudly and using lots of expression to keep their grandparents interested. They can then discuss whether their Grandparents have ever read Madeline stories or what other picture books they might have read. If not possible record and send home videos via seesaw.

To read a text and answer comprehension questions.

EYFS: L: Demonstrate understanding of what has been read to them.

Yr 1: Comprehension: Discuss stories at a level beyond which they can read independently. Check that the text makes sense to them. Explain clearly their understanding of what is read to them. Word Reading: Apply phonics knowledge and skills as the route to decode words; Respond speedily with correct sound to graphemes for all 40+ phonemes.

Yr 2: Comprehension: Discuss stories Understand by: Checking text makes sense to them. Explain clearly their understanding of what is read to them.

Word Reading: a. Continue to apply phonic knowledge; Read accurately by blending sounds.

Make sure Flat Stanley is finished prior to this lesson.

Talk about the book Flat Stanley. Now they have finished it, what did they think of the story? What were their favourite parts? Did it have the ending they were expecting? Explain that like Madeline, Flat Stanley would have been a book that some of their grandparents might have read when they were growing up. Discuss that it was written in 1964 by an American author called Jeff Brown and after the success of this book, he went on to write

scream when...I want to become normal again then I can ...Ask chn to discuss what they could do to make it a better, more interesting sentence. Ask them to write down the final version of the sentence on a w/b. Can they identify the conjunction they have used? How about any adjectives? Have they used the correct punctuation? Ask some chn to read their sentences aloud. Repeat with a new simple sentence on the IWB. Can they make their sentence even better than the last one? After discussing this sentence, give out sticky notes and ask each child to write a conjunction on the note, gather them in and create a list of possible conjunctions they might be able to use in their writing.

Give out their story mountain planners from yesterday. Explain that they are going to create a really good extended sentence for each of the parts of their story. These can then be used when they come to write their stories tomorrow! Recap the list of conjunctions and encourage chn to use a variety rather than the same one each time. Remind chn to re-read their writing to make sure they have punctuated their sentences correctly.

Plenary: Ask chn to pick their best example of an extended sentence to read out to the rest of the class. Can they spot the conjunction used?

To write a story.

EYFS: L: Write simple phrases and sentences that can be read by others.

Yr 1: Composition: discuss what they have written with the teacher or other pupils. Re-read what they have written to check that it makes sense. Grammar: Join clauses using and  
Yr 2: Composition: evaluate their writing with others. re-read to check their writing makes sense. proof read.  
Grammar: use expanded noun phrases. subordination  
Choose a good example of a completed story mountain planner from Monday's session. Model to chn how we can use this to help us to write our stories. Explain that they have done all the hard work, now all they need to do is to put the ideas into a story! Remind them that as they write the content of each new box on their story planner, they need to start a new paragraph. With chn helping, model writing extended sentences with conjunctions. Look back at the checklist of stories to make sure they have got all of the main elements.

## English:

these expanded sentences, and add some further describing words (adjectives) to produce a description of Paris.  
Plenary: Ask chn to find their best example of an extended sentence and read it out to the class. Which conjunction did they use?

To plan a story

EYFS: L: Write simple phrases and sentences that can be read by others.

Yr 1: Composition: Write sentences by: saying out loud what they are going to write about; Compose a sentence orally before writing it.

Yr 2: Composition: Consider what to write by: a. planning/saying out loud. Writing key ideas.

Explain that we are going to read another story from the Madeline series. Hide the title of Madeline in London. Using the illustrations on the front cover ask- Where do they think Madeline is going to visit this time? Turn to the first page, it has part of the same poem that chn have learned in the other story. Can they recite it with you? Why is it presented differently from the other book? (To hurry the story along, giving background info so the story can start with Pepito leaving.) Read the rest of the story. What does Madeline get up to in London? Draw out the key events and record these on a story map.

Explain that Bemelmans's grandson is writing some new Madeline books. They might be able to give him some ideas. Where else might Madeline go? Another famous city or maybe to their local area/city? What might she see there? What mischief might she get up to? Chn discuss ideas with a partner.

Chn plan their own Madeline story using a story map planning sheet. On their plan they draw on any landmarks she might pass, what she might get up to, who she might meet, etc. Make links to last terms geography on the UK.

Plenary: Chn share ideas with a partner. Ask them to add more detail if needed, e.g. Tell me more about your story? Drawing more detail out of each other.

more books in the series. Discuss reading strategies before sending chn off. What do they do if they come across a word they don't know?

Organise chn into similar ability reading groups and give each group a different chapter from the Flat Stanley story (chapter 1 for less confident readers). Remind them to try different techniques to tackle unknown words as well as how they might be able to find out what a word means (use the context of the sentence). They read the chapter they have been given, then each group has a set of comprehension questions about that chapter to discuss. Remind chn to think about different strategies if they come across a word they are unfamiliar with, e.g. sounding out and blending. Discuss that some words are exceptions to the rule and we have to use different strategies to work these out, e.g. using the context or pictures where available!

Plenary: Discuss a question from each chapter to remind chn of the whole story.

To write a sentence using the correct punctuation (Yr 2 using commas correctly)

EYFS: L: Write simple sentences that can be read by others.

Yr 1: Grammar: Begin to punctuate sentences with a capital letter, full stop, question mark or exclamation mark.

Yr 2: Grammar: Learn to use new punctuation, commas for lists.

Re-read the part where Stanley is getting ready to travel by post. What would Stanley have needed to pack in his envelope to go to California? Brainstorm ideas. Draw a few on pieces of paper.

Choose chn to stand at the front and hold up the objects that might have been packed. On another piece of paper write: 'stanley packed' and choose another child to stand in beside the others. Now read human sentence, e.g. 'stanley packed some shorts a drink a book'. Explain that there are some things missing from this sentence. Punctuation! What sort of punctuation do we need for this sentence? Capital letter, full stop and commas! Ask a child to come up and change the S for Stanley to a capital letter and add a full stop to the item at the end of the sentence. So where do the commas go? Choose other chn to be the commas: Where would they need to stand? Show chn what a comma looks like and draw some on different pieces of paper. Experiment with where they might belong in the sentence by moving the chn into different places (after the first clause and when listing items) . Now re-

Using their story mountains from Monday's session, chn begin to write their own stories. They should write on every other line to leave room for corrections and improvements. Explain that this is not the final draft! Remind them to start a new paragraph every time they start a new box on their story plan. Encourage chn to include extended sentences and also to add description using adjectives. Make sure that they frequently pause to re-read what they have written to make sure it makes sense. Remind chn to use their knowledge of writing extended sentences to create interesting sentences in their stories.  
Plenary: Chn pair up and share their stories so far with a partner. Encourage chn to give some useful feedback to each other, e.g. Which parts are good/could be improved? Does it make sense? Now, with chn, look back over the checklist to make sure that we are using all the necessary story components.

To finish and edit stories.

EYFS: L: Write simple phrases and sentences that can be read by others.

Yr 1: composition: discuss what they have written with the teacher or other pupils. Re-read what they have written to check that it makes sense. transcription: spell words containing each of the 40+ phonemes already taught.

Yr 2: composition: re-read to check their writing makes sense. proof read.

Transcription: segment spoken words into phonemes and represent as graphemes.

Type out or photocopy an example of a story so far. What do they think is good about the writing? What do they think can be improved? Give chn a chance to discuss in pairs. Encourage chn to look at the writing in lots of detail and pick out examples. Take some feedback. Point out really good examples of feedback e.g. not just saying what is wrong but how it can be improved, not being 'mean' about the writing, saying what is good and why they think it is good. Together highlight the good parts, e.g. great use of conjunctions, good description, word choice, sentence structure. Then look at the constructive criticism and together make amendments to the text, e.g. tying parts of the story together so it makes sense, correcting spelling mistakes, grammatical errors.

Give chn time to re-read their stories so far. They work to finish their stories, continuing to use the story planner to

## English:

read the sentence but, every time they come across a comma, they pause, e.g. Stanley packed some shorts, a drink, a book, a hat. Draw out that it always sounds better if we add and before the last object. Stanley packed some shorts, a drink, a book and a hat. Give chn the sentence starters (plan resource). Remind them how we use commas, e.g. after the first clause... When I am flat, I can... and that we can use them here to help list our ideas. Remind chn also to concentrate on the rest of the sentence punctuation, e.g. full stops, capital letters. as well as using commas. Plenary: Repeat the task from the first part of the lesson using physical commas. Take them out and put them in to get an idea of their purpose.

To take part in a debate.

EYFS: CL: Use talk to help work out problems and organise thinking and activities.

Yr 1: Spoken Language: i. Participate in debates. k. Consider and evaluate diff viewpoints.

Yr 2: Spoken Language: i. Participate in debates. k. Consider and evaluate diff viewpoints.

As chn walk into the classroom, have question: How did Stan feel to be flat? written in huge colourful writing on the IWB. Let chn slowly read what is on the board and begin to discuss it off their own backs. After a while stop the discussion and draw out some of the points they had discussed e.g. Did he prefer to be flat or normal? What are the benefits of each? Tell chn that we are going to debate this question, weighing up both sides of the argument; is it good or bad to be flat? Divide each group into the two opposing factions: those for/against being flat.

Chn to plan arguments for their side in pairs or threes within their groups, brainstorming together and making notes about these.

Come back as their main group and recap the rules of debates, e.g. not talking over each other, listening to points, trying to follow up points with relevant counter arguments. Hold the debate. Is it good or bad to be flat?

Plenary: Discuss how it went. Was it a successful debate? Why?

Did anyone change their mind? Which arguments were most persuasive?

To brainstorm ideas for a new story

EYFS:

help them follow the correct structure. They also continue to write on every other line to allow for corrections. When finished, they edit their story. Encourage chn to make changes and corrections to make their story really good. Plenary: Give chn another amount of time to work with a different partner. They help each other to improve the last part of their stories. Chn make notes of the changes on their writing.

To create a final draft

EYFS: CL: Articulate their ideas and thoughts in well-formed sentences.

Yr 1: Spoken Language: h. Speak audibly and fluently i. participate in performances k. gain, maintain the interest of the listener

Yr 2: spoken Language: h. Speak audibly and fluently i. participate in performances k. gain, maintain the interest of the listener

Hand out the chn's stories so far. What did they find they could improve even further today? Have a good discussion about these points and how they can use these to make their writing even better. Would these stories be ready to be made into book? No, because they are too messy, they have all of the corrections and amendments all over them! Tell chn that they will be writing them up in neat today.

Plenary: Invite another class in to listen to the chn read out their stories. Buddy each child up with a small group from other classes. They read their stories using a loud, clear and confident voice. What did they think about the story? Swap around groups so each child gets to read their stories to different chn. Can they make their performance even better this time?

## English:

Yr 1: Composition: Write sentences by saying out loud what they are going to write about, compose sentences orally before writing them.

Yr2: Composition: Plan or say out loud what they will write about b. Write down ideas.

Tell chn that next week they will be writing their own stories about something funny happening to them! Stan woke up being flat, what else might happen to them in the night? Let chn have some time to discuss with a partner, e.g. They woke up like a balloon and floated away. Or, they woke up stretched and became super tall. Or they woke up and they had shrunk so they were now tiny.

Discuss some of these ideas and write up some in an ideas sheet discussing what it might feel like to be in any of these states, e.g. what could they do/not do? Would it be fun or too scary?

Put lots of large sheets of A1 paper around the classroom. Ask chn to choose a partner they know they work well with and they find a piece of paper. They discuss and gather ideas for their own stories, talking about what might happen to them and what they could/could not get up to! Chn can record ideas on paper in pictures or brief notes to help them remember for next week, remind them to use ideas gathered in first part of the lesson for inspiration.

Plenary: Discuss any new ideas they have generated. Do these inspire further thinking or new ideas?

# English:

## Key Stage 1

### English Learning Journey



#### Outcome

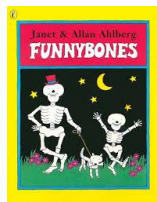
Purpose: To Inform

Audience: Peers

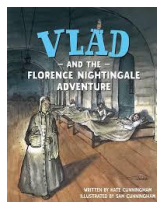
Form: Interviews

#### Linked Guiding Reading Texts

EYFS/ Yr 1 - Funnybones



Yr 2 - Vlad & Florence Nightingale



## Key Writing Statements

Year 1: Say out loud what they are going to write about; Compose a sentence orally before writing it; Begin to punctuate sentences. Write sentences by sequencing sentences to form short narratives; Re-read what they have written to check it makes sense. Sit correctly at a table, holding a pencil correctly. Form lowercase letters in the correct direction; Form capital letters. Use a capital letter for names of people. Spell Regular plural noun suffixes -s or -es. Apply the spelling rules listed in appendix 2. Spell words with suffixes ing, ed, er added with no change to the root word. Name the letters of the alphabet in order; Use letter names to distinguish between alternative spellings of the same sound. Use capital letters for names correctly. Form capital letters correctly.

Year 2: Segment spoken words into phonemes and represent as graphemes. use expanded noun phrases. Use subordination.

Consider what to write by: a. planning/saying out loud b. Writing key ideas. Use commas in lists. proof-read to check for errors. Read aloud what they have written form lower-case letters of the correct size relative to one another. start to use some strokes needed to join. evaluate their writing with others. re-read to check their writing makes sense.

## Key Reading Statements

Year 1: Discuss word meanings; understand books by checking the text makes sense as they read and correcting inaccurate reading; Explain clearly their understanding of what is read. Read accurately by blending sounds in unfamiliar words; Read aloud books that are consistent with their phonic knowledge; Apply phonic knowledge. Read aloud accurately books consistent with their phonic knowledge; Read common exception words. Read by blending sounds. Understand by checking the text makes sense as they read; Make inferences; Participate in discussion about what is read to them; Discuss word meanings, linking to those known.

Year 2: Discuss stories Understand books Make inferences Understand by: Checking text makes sense to them. Explain clearly their understanding of what is read to them. Continue to apply phonic knowledge b. Read accurately by blending sounds.

### Overview of Learning Journey - Non-Fiction - Interviews

#### Stimulate & Generate

**To explore what an interview is and role play an interview.**  
EYFS: CL: Listen attentively and respond to what they hear with relevant questions, comments and actions when being

#### Capture, Sift & Sort

**To write questions using question marks**  
EYFS: CL: Ask questions to find out more and to check they understand what has been said to them.

#### Create, Refine, Evaluate

**To read and compare information texts (interviews)**  
EYFS: L: Demonstrate understanding of what has been read to them.  
Yr 1: **Comprehension** Listening to and discussing a wide range of... non-fiction at a level beyond that at which they can read independently;

## English:

read to and during whole class discussions and small group interactions.

Yr 1: **Spoken language** Listen and respond appropriately to adults and their peers; Ask relevant questions to extend their understanding and knowledge; Participate in discussions, presentations, performances, role play, improvisations and debates.

Yr 2: **Spoken language** Listen and respond appropriately to adults and their peers; Ask relevant questions to extend their understanding and knowledge; Participate in discussions, presentations, performances, role play, improvisations and debates. **Composition** Writing for different purposes (noting down answers given in interviews).

Discuss what children understand by an interview. Explain what an interview is and talk about its purpose - to discover facts and information about the person being questioned, or to learn more about their opinions and feelings. Show children examples of on-screen interviews, asking them to spot and remember a question they heard being asked or an answer they heard being given. Ask children to tell their talk partner what questions and answers they heard. Model asking a member of class/ a TA a few of the Interview Questions. Show how you listen really carefully to their answer, not interrupting or asking a different question too quickly. Make a brief note of one response, showing children how you need only write down one or two key words to help you remember what was said: Fave food - mac and cheese.

EYFS/Yr 1: Children use props to role-play interviewing and being interviewed by a partner. Interviewing children ask their interviewees either some of the Interview Questions or questions of their own to discover facts about their friend's life and interests. Each child memorises at least one fact they learnt through questioning their friend.

Yr 2: Children do as EYFS/Yr 1 above but make brief notes recording their partner's responses to questions. From their notes they memorise two or three things about their partner to share with the class later.

Plenary: Ask interviewers to explain who they interviewed, and to then tell the class what they found out from their interviewee. Finish by asking volunteers to come up as 'cub reporters' (explain) and interview you. What do children think

Yr 1: **Composition** Saying out loud what they are going to write about; Composing a sentence orally before writing it.

**Punctuation** Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

Yr 2: **Grammar** Learning how to use both familiar and new punctuation correctly; Learn how to use sentences with different forms - questions. **Spelling** Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.

Remind children about Interview with a Tiger and recap what an interview is. Read again the first pages of the interview with a polar bear (pp26-7). Point to and shared-read the first question on the page - What is your dream? Ask children how they know this sentence is a question. Identify the question mark and the familiar 'question word' that begins the sentence - what. What other question words do you know? Display Andy Seed's Question Words (resources), read each and discuss spellings. Which of the spelling words are used on the page? Have, Why. Explain that the polar bear and other animals in the book have decided to turn things around and interview people. Using examples from the Question Words, model writing questions from the polar bear to a person: What do people like to eat? Where do human beings sleep at night? Can a person swim in cold water like I can? Emphasise that each question is punctuated with a question mark. Have I spelt my question words correctly?

EYFS: As Year 1 - Children dictate sentences for an adult to scribe but re-read to check for sense and correct punctuation.

Yr 1: Children draw one of the animals from Interview with a Tiger and discuss questions the animal might ask a person. They select one question and write it carefully on their paper. They use a capital letter and question mark and enclose their writing in a speech bubble. They repeat for further questions.

Yr 2: Children pretend to be animals getting ready to interview a human being. They share ideas for questions they will ask. They record at least 3 questions as punctuated sentences on lined paper, checking they have correctly spelt any Question Words used and have punctuated lines with capital letters and question marks. **Challenge** Children use a different question word for each sentence.

Participate in discussion about what is read to them, taking turns and listening to what others say; Explain clearly their understanding of what is read to them

Yr 2: **Comprehension** Listening to, discussing and expressing views about a wide range of... non-fiction at a level beyond that at which they can read independently.

**Composition** Writing for different purposes (listing features common to two texts).

Remind children of Interview with a Tiger by Andy Seed and Nick East and re-read the first two pages of the interview with the giant anteater. Tell me a fact about anteaters that we learned from the interview. Show children the front cover of Interview with a Shark and other Ocean Giants Too, also by Andy Seed and Nick East. Which creatures do children think might be in this second interview book? Record suggestions as a bullet-pointed list and compare with the book's contents page. Does anyone know anything about any of these creatures? What about the orca for example? Read the first two pages of the Interview with the Orca. Tell me a fact you learned about the orca from this interview. Ask children for their reactions to Interview with a Shark - do they think it looks as good as/ better than Interview with a Tiger? Why so? Discuss ways in which the children feel the two books are the same. What's the big difference between them? Interview with a Shark is about sea creatures, Tiger is about land animals.

EYFS: Children discuss the two interviews they have listened to, saying which they like best and what they have learned about orcas. Looking again at photocopies of the pages, they use ticks and crosses to complete the Text Features Comparison Chart. Children work as a larger group with adult support to complete the chart.

Yr 1: Children discuss the two interviews they have listened to, saying which they like best and what they have learned about orcas. Looking again at photocopies of the pages, they use ticks and crosses to complete the Text Features Comparison Chart.

Yr 2: Children re-read parts of the two interviews together. They make a bullet-pointed list of features the two interviews share.

**Scaffold:** Children consult the Text Features Comparison Chart to help them spot similarities to list. Then Children write sentences about their preferred Interview book, saying why they like it the best.



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was the most interesting thing they learned about you from these questions?!

### To read texts and recall facts and give opinions.

EYFS: L - demonstrate understanding of what has been read to them recalling what they have been told using their own words.

Yr 1: **Word Reading:** Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.

**Comprehension** Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

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.

**Composition** Writing for different purposes; Writing down ideas and/or key words, including new vocabulary.

Revisit what an interview is. Introduce children to Interview with a Tiger and Other Clawed Beasts Too by Andy Seed and Nick East, a book about interviews not with people but with animals! Read the book's introduction (pp 4-5) and have fun imagining what it would be like if you really could understand what animals were saying. Shared-read the first page of the Bengal tiger's interview (p 6), showing how you use phonics and other Reading Strategies to read the questions and answers. Point out that although the interview is jokey and fun to read, it still gives us real facts about a Bengal tiger. Tell me something you learned about the Bengal tiger. Repeat by reading the first page of the Three-toed sloth's interview (p 42), again asking children to explain something they learned about the sloth from listening to its answers. Revisit how to record facts in note form.

EYFS: Children work as part of a larger guided reading group with adult support, reading about several animals but still memorising a fact about the creature they liked best.

Yr 1: Children look at a selection of animal pages from Interview with a Tiger, pick one, and use phonics and other decoding strategies to read it. Children tell each other what things they have learned and get ready to share with the rest of the class at least one thing they discovered.

Plenary: What questions might the animals from the book ask Andy Seed? Scribe children's ideas, getting them to check punctuation and word spelling. Can you think of a question beginning with a different question word?

### To recognise questions, statements, commands and exclamations.

EYFS: CL: use talk to help work out problems and organise thinking and activities

Yr 1: **Comprehension** Understand both the texts they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher. **Grammar and punctuation** Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

Yr 2: **Comprehension** Understand both the books that they can already read accurately and fluently and those that they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher. **Grammar and Punctuation** Learn how to use sentences with different forms: statements, questions, exclamations, commands.

Display and read the main text on the first two pages of the interview with a lion from Interview with a Tiger (pp30-34). Ask children to identify a question on the page. Point out the question mark and any 'question words' used in the sentence. Shared-read the answer to the question that children found. Confirm that because the answer is an information sentence (statement) it is punctuated with a full stop and not a question mark. Repeat for a further question and its information sentence reply. Show children statements from the lion's interview that end with exclamation marks - p32: With skill and cunning, of course! All they want to do is play! Why do the sentences have these punctuation marks instead of full stops? Emphasise that they are forcefully made, with extra feeling or strength compared to the other statements. Now have fun shared-reading the notice board on p 31: How to have zebra for lunch. Discuss with children: are the numbered sentences on the notice board questions? Are they information

Plenary: Display the two interviews. Ask Y1 pairs to share their completed charts. Did Y2 children also notice these features? Which book do children feel is the most exciting? Why is that?

### To plan an information text

EYFS: CL: Participate in small group, class and one to one discussions, offering their own ideas.

Yr 1: **Spoken Language** Articulate and justify answers, arguments and opinions; Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

**Composition** Say out loud what they are going to write about; Composing a sentence orally before writing it

Yr 2: **Spoken Language** Articulate and justify answers, arguments and opinions; Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

**Composition** Planning or saying out loud what they are going to write about; Encapsulating what they want to say, sentence by sentence.

Remind children that the interviews in both Interview with a Tiger and Interview with a Shark allow us to learn facts about the animals in the books: We learn about each animal but in a fun, jokey way. Introduce the class's writing project for the remainder of the Unit - to write pages for a new animal Interviews book. Explain to children that, since there is a book about land animals already called Interview with a Tiger, and another book about sea creatures called Interview with a Shark, they are going to produce a book of interviews with birds. Show children the illustrated list of Birds and shared-read each name. Get children to share their experiences and/or knowledge of the birds on the list: Have you ever seen any of these birds in real life or on TV? What do you know about these birds? Tell children the two birds from the list that you think really should be in a book of bird interviews, e.g. the macaw and the snowy owl. Model writing punctuated sentences to explain why you have chosen each of these birds: I choose the macaw because it can talk like a person. I like the snowy owl because of its pure white feathers.

EYFS: Children look at and listen to an adult read Birds for the Book. Children decide which two birds they think should definitely be in the book. They explain to their partner in detail why they think this. Adult scribe ideas.

Yr 1: Children look at and listen to an adult read Birds for the Book. Children decide which two birds they think should definitely be in the book. They explain to their partner in detail why they think this.

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Yr 2: Children do as Y1 above but primarily use their own reading skills to lean facts rather than listening to an adult read the texts. Children write out the facts they learned as punctuated sentences.

Plenary: Give children time to talk about the animal interviews they read and the facts they learned. Finish by reading the interview with the snow leopard (p 38). What facts did you learn about snow leopards from the interview?

### To answer comprehension questions.

EYFS: L - demonstrate understanding of what has been read to them recalling what they have been told using their own words.

Yr 1: **Comprehension** Participate in discussion about what is read to them, taking turns and listening to what others say; Explain clearly their understanding of what is read to them.

**Yr 2: Comprehension** Being introduced to non-fiction books that are structured in different ways; Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. **Composition** Writing for different purposes (collecting facts read in a text).

Return to Interview with a Tiger. Show children the quiz at the back of the book (p 48). Have fun trying to answer some of the questions for the animals that children read about yesterday - the giant anteater, honey badger, jaguar, polar bear, lion and giant armadillo. Shared-read the question and the four possible answers about wolves (Question 2 on the quiz). Tell children you want them to listen really carefully for the correct answer while you read the interview with a wolf. (Ask any children who already know the answer to keep it to themselves until everyone has tried to spot it in the interview.) Say to children that they must also listen for one other fascinating fact that they hear. Read the interview with a wolf (pp 10-13). Confirm the correct answer to the question - (d), a pack. Let children share other facts about wolves that they learned from the interview.

EYFS: Children listen to the Interview with a Giant Armadillo. Children work together to verbally answer each of the Armadillo Quiz Questions.

statements? Confirm that they are neither. They are bossy orders. They give instructions or commands, telling the reader things they have to do. Briefly introduce children to Pangolins, Komodo Dragons, Koalas and Pandas (resources) - four more animals with claws that Andy Seed did not have time to interview for his book. **Send EYFS/Y1s off to begin their work.** If appropriate, teach Y2s to recognise and write exclamations: **How** wonderful to be a lion! **What** an amazing fact!

EYFS: Children cut out, read and discuss each of the Pangolin Sentences. They stick sentences down in the correct column of an enlarged copy of The Pangolin - questions, information sentences and bossy orders as a group with an adult reader.

Yr 1: Children cut out, read and discuss each of the Pangolin Sentences. They stick sentences down in the correct column of an enlarged copy of The Pangolin - questions, information sentences and bossy orders.

**Challenge** Children think of a question they would like to ask a pangolin. They write this on the page. They may repeat with an information sentence and/or bossy command too if time.

Yr 2: Children read the sentences on Komodo Dragons. They use x4 different highlighters (or coloured pencils) to identify the questions, statements, commands and exclamations. They then do the same for Koalas. **Challenge** Children add sentences of each type to their page(s).

Plenary: Display Pandas. Ask children to confirm which of the sentences are questions, statements and commands. Ask Y2s to say what sort of sentence the last two are: exclamations.

### To write commands

EYFS: Write simple sentences that can be read by others.

Yr 1: **Composition** Saying out loud what they are going to write about; Composing a sentence orally before writing it. **Grammar** Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

Yr 2: **Composition** Encapsulating what they want to say, sentence by sentence; Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

children write a sentence to explain each of their choices: The humming bird should be in as it can hover in mid air like a helicopter. Yr 2: Children shared-read the information on Birds for the Book. They explain to their partner the three different birds they feel should be included in the book. They write sentences naming and giving reasons for each of their suggestions. Children nominate the single bird they believe the whole interview book should be named after. They write sentences giving reasons for their proposal.

Plenary: Display the illustrated list of Birds again. Children reveal which birds they felt should be in the book. Tally 'votes' and ask children to explain their choices as you do so: Why did you suggest that bird? Ask children which bird they think the whole book could be named after. Why do you think the book should be named after that particular interviewee?

### To compose questions

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

Yr 1: **Composition** Saying out loud what they are going to write about; Composing a sentence orally before writing it; Re-reading what they have written to check that it makes sense. **Punctuation** Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

Yr 2: **Composition** Planning or saying out loud what they are going to write about; Encapsulating what they want to say, sentence by sentence. **Grammar** Learn how to use sentences with different forms: questions; Learn how to use both familiar and new punctuation correctly (see English Appendix 2), including... capital letters [and] question marks

Re-read the illustrated list of Birds from yesterday's teaching and review those that children felt strongly should be included in the book. Explain that, over the next few days, each child will write an interview page with one of the birds. We will make two or three separate Interview books, so more than one person will be writing about the same bird. Today children will find out which bird they are going to write about. Reveal the list and tell each child their bird. They will then work with a friend or friends to think of questions to ask their bird. Show children another bird, the Ostrich. Get children to suggest all sorts of different questions an interviewer might ask an ostrich - Where do you come from? What do you eat? How do you move about? Are you frightened of any animals? Why are you so tall? Model writing one question out in draft, e.g. Where do you come from? Show how you

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Yr 1: Children listen to the Interview with a Giant Armadillo. Children work together to verbally answer each of the Armadillo Quiz Questions. Children write sentences recording favourite facts they learned about giant armadillos.

Yr 2: Children shared-read the edited version of the Interview with a Giant Armadillo. They discuss all the facts they have learned about giant armadillos from the interview. On copies of the Armadillo Fact File, they record as many of the facts they learned as they can as a bullet-pointed or numbered list. Children write sentences to explain how giant armadillos feel about people. Can they explain why giant armadillos feel that way?

Plenary: Discover facts children learned about giant armadillos. Listen to Y2 sentences explaining how giant armadillos feel about people. Re-read p 36. What could people do to make life better for giant armadillos?

### To read and compose questions

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

Yr 1: **Composition** Saying out loud what they are going to write about; Composing a sentence orally before writing it.

**Grammar:** Leaving spaces between words; Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

Yr 2: **Composition** Writing for different purposes (interview questions); Encapsulating what they want to say, sentence by sentence. **Grammar:** Learning how to use both familiar and new punctuation correctly (capital letters, question marks). Tell children that you are going to re-read the first part of Andy Seed's interview with the jaguar. Say that you want children to listen really carefully to the questions that Andy poses in the interview. Read just p 22 of the jaguar's interview. What questions did Andy Seed ask? What did the jaguar say in response? Now ask children what questions they would like to ask the jaguar. Let children talk with a partner and then feed back ideas for further questions - How fast can you run? What is your favourite food? et al. Remind children that the jaguar's answers to these questions would

**Grammar** Learn how to use sentences with different forms: statements, questions, exclamations, commands.

Re-read the How to have zebra for lunch notice board on p31.

Read the How to help yourself to honey notice board from the honey badger's interview on p19. Confirm that both boards give bossy instructions or commands, telling us how to do something.

Now read the first pages of the interview with the snow leopard (p38 - 9). Focus on the notice board on p 38 - How to beat the cold. Stress that this time the bullet points are not bossy orders. They are simply a list of features the snow leopard's body has to help it keep warm in winter.

The snow leopard wants to be given advice on how humans stay warm in the winter. Write up the sentence, What should a person do to stay warm in the wintertime? Is this a question? Agree that it is. It is punctuated with a question mark. Model writing one or two instructions you would suggest to the leopard: Wear a thick coat. Put on two pairs of woolly socks!

Confirm that each sentence is bossy and ordering. Check your sentences' punctuation. Note that one has an exclamation mark to show it has been made with extra force and feeling.

EYFS: Children discuss what instructions they would give the snow leopard about how to stay warm in wintertime. They write a punctuated instructions to the snow leopard on the notice board writing frame.

Yr 1: Children discuss what instructions they would give the snow leopard about how to stay warm in wintertime. They write two or three punctuated instructions to the snow leopard on the notice board writing frame. **Challenge** Children discuss advice they would also give the snow leopard for staying cool in the summer, ready to share with the rest of the class in the plenary

Yr 2: Children do as Y1 above but write an accompanying statement to explain each command, e.g. Wear a woolly hat. This stops your head and ears getting cold.

**Challenge** Using the postcard template, children write a brief message from the snow leopard saying thank you for the advice. They include an exclamation in their message. How useful! What fascinating information.

re-read to check for sense and to ensure accurate spelling, especially of the Question Word, where. Demonstrate rewriting your sentence in best, emphasising the initial capital letter and correctly formed question mark. Repeat with a further question to the ostrich. This time, compose your question in the same chatty and jokey style as Andy Seed's: So, what do you like to eat then? I bet you enjoy a nice tasty burger, don't you?

EYFS: Children discuss all the questions they could ask the bird they have been allocated. Children draft two questions they really want to ask their bird. They re-read sentences, correct errors and copy each out neatly in best. Children dictate sentences and have them scribed.

Yr 1: Children discuss all the questions they could ask the bird they have been allocated. Children draft two questions they really want to ask their bird. They re-read sentences, correct errors and copy each out neatly in best.

Yr 2: Children do as Y1 above but for 3 or 4 questions, using a variety of Question Words to do so. Children imitate the conversational style of the books: Hi there, Ostrich, what do you like to eat.

Plenary: Review the questions to birds that children have composed. Check accurate punctuation. Which question words were you able to use in your sentences? Has anyone written questions that sound like Andy Seed's

### To research and write information's answers.

EYFS: L: Write simple sentences that can be read by others.

Yr 1: **Comprehension** Check that a text makes sense to them as they read; Correct inaccurate reading.

**Grammar** Leaving spaces between words; Using a capital letter for... the personal pronoun 'I'

Yr 2: **Comprehension** Check that a text makes sense to them as they read; Correct inaccurate reading.

**Handwriting** Use spacing between words that reflects the size of the letters.

**Grammar** Learn how to use expanded noun phrases to describe and specify [for example, a huge beak Explain that today children are going to research and write answers to the questions they thought of yesterday. Display the interview questions to an ostrich shared-written in yesterday's whole class session. Re-read the first question: Where do you come from? Shared-read the information on The Ostrich: Is the answer to my question on the page? Confirm that it is - ostriches come from grassy parts of

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give us more information about him - the questions help us to find out facts about jaguars and their lives. Model writing out one or two questions the children want to ask the jaguar on an enlarged copy of My Interview with... Ensure that children see you leaving neat, regular spaces between words and using capital letters and question marks to punctuate your sentences.

EYFS: Children write a question for one of the animals.

Yr 1: Children select one of the four animal interviews provided and listen to the page being read to them. They think of other questions they would like to ask their animal. They orally compose and - on a copy of My Interview with... - write down at least one question they would ask their animal. Children compose and write down more than one question, punctuating each sentence with a capital letter and a question mark.

Yr 2: Children do as Y1 above but record several punctuated questions on their copy of My Interview with... Children read further on in to their animal interview to see if the answers to any of their questions are to be found there. They make notes of any information they find, and write answers as statements.

Plenary: Let children share the questions they have come up with. Throw these open to the class: can anyone supply an answer to a friend's question?

**To compose factual answers and write them in the form of statements.**

EYFS: L: Write simple sentences that can be read by others.

Yr 1: **Composition** Composing a sentence orally before writing it; Sequencing sentences to form short narratives; Reading aloud writing clearly enough to be heard by their peers and the teacher. **Grammar:** Using a capital letter for... the personal pronoun 'I'.

Yr 2: **Composition** Encapsulating what they want to say, sentence by sentence; Read aloud what they have written with appropriate intonation to make the meaning clear.

**Handwriting** Write capital letters (I)...of the correct size, orientation and relationship to lower case letters.

Read the second part of the interview with the jaguar in Interview with a Tiger (pp 24-25). Look at the answers the

Plenary: Share the advice children have written to the snow leopard regarding staying warm in winter. Finish by saying the snow leopard now wants to know how people stay cool in summer. What could his interview question be? What advice and information might a person give him?

**To recognise adjectives in descriptions**

EYFS: L: Read aloud simple sentences.

Yr 1: **word reading:** Apply phonic knowledge and skills as the route to decode words.

**Comprehension** Discussing word meanings, linking new meanings to those already known

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; Discussing their favourite words and phrases. **Grammar** Learn how to use expanded noun phrases to describe and specify.

Without showing the title of the book, display and read the first part of the Hamilton Group Reader, Boris and Sid Find a Tiger, pausing at, He can just see two bright eyes and a shiny nose. What animal do you think is in the hedge? Let children share ideas, encouraging them to explain why they think it might be their animal. Skip the next page with the illustration of the tiger cub in the hedge and read on to the end, commenting on each of the animals Boris and Sid say might be hiding in the hedge. Re-display the page beginning Boris peeks into the hedge. Highlight the describing words (**adjectives**) used on the page: the wide and dark hedge, the bright eyes and shiny nose that Boris can see. Note how describing words can come just before the object or person they describe (shiny nose) or elsewhere in the sentence (the hedge was wide and dark). Confirm understanding by asking children to help you locate the describing words on the page that begins Now they get a huge surprise. Briefly revisit the interview with a Bengal Tiger from Interview with a Tiger. Maybe Rama was one of this tiger's cubs! Prepare children for their activity by explaining that they are going to read edited versions of Andy Seed's interview with the Bengal Tiger and are then going to hunt for describing words in the text.

Africa. Model composing a full sentence answer from the ostrich to the interview question. I live on grassland in Africa. Stress that because the **ostrich** is answering the question, their reply uses the first person pronoun, I, which must be capitalised. Emphasise your sentence's punctuation - an initial capital letter and a full stop. Repeat for an answer to your second question, What do you eat? Answer: I eat roots and seeds but sometimes I also eat lizards. **Send off EYFS/ Y1s to begin reading and writing.**

With Y2s help, research and compose the ostrich's answer to a further question, e.g. how an ostrich moves around - I have very long, powerful legs and I can run really quickly. Point out the adjectives used to describe the ostrich's legs - long and powerful. Draw attention to the Qualifying Adverbs (resources) used in your sentence - very and really. EYFS & Yr 1: Children use a variety of sources to research answers to questions composed previously. They write their answers remembering to leave spaces between words and to punctuate sentences correctly. **Scaffold:** Children have answers scribed for them, but re-read to confirm accuracy and then copy out in best.

Yr 2: Children do as Y1 above but for all 4 of their questions. They use adjectives to describe nouns in sentences and employ a variety of Qualifying Adverbs in their writing. Children emulate the Interview books' jokey, conversational tone in their bird's replies.

Plenary: Children share the results of their research. Display answer sentences and celebrate neat word spacing and punctuation. Praise successful use of adjectives and qualifying adverbs. Enjoy examples of jokey and conversational answers to questions.

**To publish an information text**

EYFS: L: Write recognisable letters, most of which are correctly formed

Yr 1: **Composition** Re-reading what they have written to check that it makes sense; Discuss what they have written with the teacher or other pupils.

Yr 2: **Composition** Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils; Re-reading to check that their writing makes sense. Begin by writing out a clear title for your model ostrich page on a large piece of paper - Interview with an Ostrich. Ask children for help in assembling the photograph of the ostrich plus the questions and answers you have written on the page. Experiment with different layouts, gluing items in place only when you're satisfied. Referring to

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jaguar gives. Discuss with children how these answers are factual (they tell us real things about jaguars) but are also chatty and funny. Review the first of the questions for the jaguar written on Day 4 on the whole class copy of My Interview with...: How fast do you run? Scribe a single word- or short phrase answer: 50 miles per hour. Model rewriting this abbreviated response as a full sentence, reminding children that the answer is being spoken by the jaguar: I can run at 50 miles per hour. Check word spacing and sentence punctuation, noting the capital first person I for the jaguar. Have fun rewriting the answer so that it more closely resembles the chatty, humorous style of the book: Well, you know I can charge along at 50 miles per hour, easily. Don't even think about trying to catch me. Repeat for the second question and answer: Q. What's your favourite food? A. Hhmm, let me think. A tasty capybara is probably my very best dinner.

EYFS: Children write a sentence giving the answer to their question.

Yr 1: Children read the abbreviated answers to their questions supplied by the teacher. They recompose these as full sentence answers below their questions, making sure they use a capital I for the first person pronoun in their sentences. They add a picture of their animal to their page. Children compose a brief comment to end their interview: Thank you, Badger.

Yr 2: Children do as Y1 above for their questions but aim to mimic the personal and chatty style of Interview with a Tiger in their answers. Children compose a longer 'sign off' comment to end their interview, as in Andy Seed's book: Thanks Honey Badger. You are amazing and I hope you catch a juicy lizard for supper tonight.

EYFS: Children shared-read The Bengal Tiger. They highlight the describing word or words in each sentence, discussing the meanings of these and saying which they like. Children check their work against the Answers page. Children listen to an adult read the text, but continue to identify describing words used.

Yr 1: Children shared-read The Bengal Tiger. They highlight the describing word or words in each sentence, discussing the meanings of these and saying which they like. Children check their work against the Answers page.

Yr 2: Children shared-read Andy Seed's Tiger Interview. They highlight the adjectives used in the sentences, discussing which ones they think are particularly effective. **Challenge** Children choose adjectives to complete each of the cloze sentences on Rama the Tiger Cub

Plenary: Display The fox, the rabbit, the dog - and Rama. Ask children to identify examples of describing words/adjectives in the sentences about the creatures. What other adjectives can children suggest for each one?

### To recognise and use qualifying adverbs

EYFS: L: Write simple sentences that can be read by others.

Yr 1: **Composition** Composing a sentence orally before writing it; Sequencing sentences to form short narratives. **Spelling** Spell words containing each of the 40+ phonemes already taught.

Yr 2: **Composition** Planning or saying out loud what they are going to write about; Encapsulating what they want to say, sentence by sentence. **Grammar** Learn how to use expanded noun phrases to describe and specify.

Re-read Boris and Sid Find a Tiger. Shared-read Boris and Sid's Qualifying Adverbs, helping children to use letter names and phonics to help spell out and say each of the words. Display the page from Boris and Sid which begins Then Boris hears snuffling... Ask children to identify the qualifying adverb used in the text - very. Is there another adverb that could have been used instead? Scribe a few of the children's suggestions - amazingly, quite, rather. Which works best? Repeat with the page which starts 'No,' giggles the man, 'this is Rama.' Which adverb has been used here? Quite. Tell children that the next day Boris and Sid go back to the park. This time they hear

pages from Interview with a Tiger, show children examples of the additional written elements that appear on some of the book's pages:

- o speech bubbles as on the pages for the wolf and honey badger
- o lists as on the pages for the Bengal tiger and snow leopard
- o sets of instructions as on the pages for the giant anteater and lion.

Model composing one of these additional items for your ostrich page, e.g. a speech bubble to go with the photo: Fancy a running race?

**Send Y1s/EYFS off to begin work.**

With Y2s, read several of the introductory lines below the titles in Interview with a Tiger, e.g. the wolf (My next special guest...) and lion (If you can hear a roar...). Model writing an introduction for the ostrich: Our next bird comes all the way from Africa. It's the amazing, incredible, wonderful... ostrich!

EYFS: Children finish writing then thoroughly check their interview.

They experiment with where to place their pictures and text items on a page. They give their interview a title and glue their photograph and pieces of writing down.

Yr 1: Children finish writing then thoroughly check their interview.

They experiment with where to place their pictures and text items on a page. They give their interview a title and glue their photograph and pieces of writing down.

**Challenge** Children add one further written item to their page, as explored in the whole class teaching, e.g. a speech bubble or a list of favourite foods

Yr 2: Children do as Y1 above with the material they have composed.

They should try to include an additional element, e.g. a speech bubble or a list of favourite foods.

**Challenge** Beneath their title, children write an introductory line similar to those in the two Interview books: Our next guest is a bird that can actually talk like a person. It's the amazing, the wonderful, the very noisy... macaw

Plenary: Celebrate completed pages, asking children questions about their finished work as you do so. As a class, decide which birds each of the big books of interviews will be named after. Later, with children's help, assemble and bind pages into volumes. Display finished books in the classroom and prompt children to read their own and others' bird interviews

## English:

rustling coming from up in the trees! What animal might be about to pop out this time? Listen to ideas (monkeys, parrots, squirrels, sloths, lemurs, etc.) and select one - a monkey. Model composing descriptive sentences about the monkey that use adjectives and qualifying adverbs: It was a quick grey monkey. The monkey's tail was extremely long and curly. Its hands were quite big and it jumped around and chattered.

EYFS: Children draw or paint the animal that they think came out of the trees. Under their picture, they write sentences describing their animal, employing rich and evocative vocabulary to do so. If they can, children use at least one Qualifying Adverb in their description: It was a very scared baby parrot. It had red feathers and quite a long beak.

Yr 1: Children draw or paint the animal that they think came out of the trees. Under their picture, they write sentences describing their animal, employing rich and evocative vocabulary to do so. If they can, children use at least one Qualifying Adverb in their description: It was a very scared baby parrot. It had red feathers and quite a long beak.

**Challenge** Children write a sentence describing what games the animal plays at the park with Boris and Sid.

Yr 2: Children tell one another which animal they think came out of the trees. On Who came out of the trees?, they write a short paragraph about their animal using evocative and vivid adjectives plus a range of Qualifying Adverbs to describe it: It was a very long snake with a pointy tongue and amazingly shiny eyes. It moved slowly down the rough tree trunk and stopped at Sid's rather shaky feet. They draw and colour their animal.

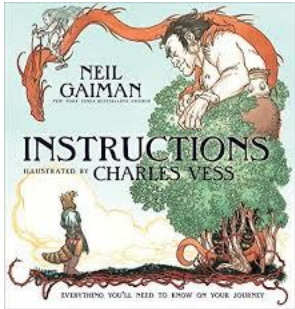
**Challenge** Children write several further sentences describing what Boris, Sid and the new animal do together in the park

Plenary: Children reveal their animal choices and read aloud their descriptions. Celebrate the successful use and spelling of qualifying adverbs.

# English:

## Key Stage 1

### English Learning Journey



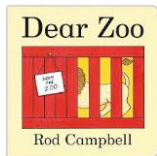
#### Outcome

Purpose: To inform

Audience: Fairytale characters

Form: Instructions

#### Linked Guiding Reading Texts



EYFS -

Yr 1/2 -



#### Key Writing Statements

Year 1: Use different sentences forms and begin to punctuate correctly.

Compose sentences orally before writing.

Form letters correctly and consistently.

Use spaces between word.

Year 2: Use different sentence forms and punctuate correctly and consistently.

Encapsulate what they want to say, sentence by sentence.

Proof-read to check for errors in spelling, punctuation and grammar.

Form letters correctly and consistently the correct size and use spaces between words that reflect the size of the letters.

Use apostrophes for contraction and possession.

#### Key Reading Statements

Year 1: Apply phonic knowledge and skills to decode words.

Re-read texts to develop fluency.

Discuss the meaning of new words.

Participate in discussions about what is read to them.

Read contracted forms of words.

Year 2: Apply phonic knowledge to decode, read fluently.

Read aloud texts closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation; Re-read these texts to build up their fluency and confidence in word reading.

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, 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.

### Overview of Learning Journey - Instructions

#### Stimulate & Generate

#### Capture, Sift & Sort

#### Create, Refine, Evaluate

#### To define instructions

#### To recognise and read questions and statements.

#### To read and follow instructions.

EYFS: CL: listen and follow instructions, understand the importance of listening carefully.

EYFS: L: Use and understand recently introduced vocabulary during discussions.

EYFS: UW: Draw information from a simple map.

## English:

Yr 1: Word Reading: Apply phonic knowledge and skills to decode words. Comprehension: Recognise and join in with recurring literary language.

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: Recognise simple recurring literary language in stories and poetry. Grammar: Learn how to use sentences with different forms: statement, question, exclamation, commands

Read and enjoy the first half of Instructions by Neil Gaiman and Charles Vess, up to and including the page featuring the ferryman. As you read, pause to look at the book's illustrations and to let children share their thoughts about the story. Explain any words or phrases (e.g., imp, realm etc.) with which children are unfamiliar. Look again at the title of the book - Instructions. Can you think why the book has this particular title? Draw out that the story is largely made up of a series of instructions. Discuss children's understanding of the word 'instructions' and then shared-read the definition on the Features of Instructions Poster. Return to the first double-page spread of Neil Gaiman's book and ask children to locate the three examples of an instruction the pages contain (Touch the wooden gate...; Say please...; go through...). Now move forward to the double-page spread beginning, Once through the garden wall... How many instructions are there on this page? Confirm that there is just one,...give it to her. Confirm that the other sentences on these pages are not instructions.

EYFS: Follow instructions Twinkl activity.

Yr 1: Children work with photocopies of just the first four double page spreads from the book and highlight the instructions.

Yr 2: Children shared-read copies of the text-only version of Instructions up to the ferryman page. They highlight all the instructions they can find. They record the total number of instructions. [There are 17.]

Plenary: Ask how many instructions pairs found. Look again at the pages beginning A red metal imp... Ask children to identify the instructions on this page. Check with the strips written out by children and display on working wall with features of instruction list.

### To understand the place and nature of verbs in instruction sentences

EYFS: CL: Use new vocabulary in different contexts.

Yr 1: Grammar: Use grammatical vocabulary.

Yr 2: Grammar: Learn how to use sentences with different forms: statement, question, exclamation, command

Recap events in the first half of Instructions and then read on, asking children to listen out for any further instructions they hear and see as you read. When finished, say that you want children to help you identify the verbs in a series of instruction sentences based on the story. Confirm understanding of the word verb and then

Yr 1: Spoken Language: Articulate and justify answers, arguments and opinions; Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

Composition:

Grammar:

Yr 2: Spoken Language: Articulate and justify answers, arguments and opinions; Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Composition: Encapsulate what they want to say, sentence by sentence. Grammar: Learn how to use sentences with different forms - statement, question, exclamation and command

Re-read Instructions by Neil Gaiman and Charles Vess. Discuss again the parts of the book that children really liked before returning to the pages where the narrator says to ride the wise eagle, silver fish and grey wolf. Write up the question, Which animal would YOU like to ride? Let children discuss and give feedback. I have written a question here, but how can you tell my sentence is a question? Draw out the question mark and practise forming these on mini-whiteboards. Discuss also the occasional use of a 'question' word at the sentence's start as well as how your voice changes when reading a question aloud. Write a simple statement answer: I would like to ride the eagle, as I would love to fly. Ask: Is this sentence a question? Confirm it is not. Explain that it is a different sort of sentence called a statement. It states or gives a bit of information. Many sentences are statements. Have fun thinking of other animals it would be amazing to ride, from real riding animals like ponies and horses to fantastic creatures such as dragons, bees or butterflies. Help children think of positive reasons to ride these animals but also suggest some caveats: e.g. stung by the bee; burnt by the dragon's breath.

EYFS: Minibeast description matching.

Yr 1 & 2: Children shared-read a list of questions about animals that people could ride, but to which the answers have been muddled up. With partners, they discuss which answer best matches each question. They draw 'linking lines' between them. To finish, they choose 3 of the

Yr 1: Spoken Language: Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. 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: participate in discussion about what is read to them, taking turns and listening to what others say.

Yr 2: Spoken Language: Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. 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: Participate in discussion about books, poems and other texts that are read to them and those that they can read for themselves, taking turns and listening to what others say

Remind children of Instructions by Neil Gaiman and Charles Vess and Dream On by Ruth Mертtens and Anne Holm Petersen. Discuss how both stories take place in fantasy landscapes - made-up places with fairy story buildings and other features, folk story characters and all sorts of magical goings on. Show children the Map of Fairyland and compare its landscape to those depicted in Instructions and Dream On. Note similarities and differences. Explain children's task today: to read and follow a set of instructions that will tell them how to design and draw their own fantasy landscape maps. Read children the Map Making Instructions. Ask: are these sentences commands? Agree that they are. They are in the present tense, they give orders and feature



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shared-read the first three sentences on Winter's Realm in turn. Highlight the verbs and emphasise how each is in a bossy form - they are orders, telling someone to do (or not do) something. They are directing that person to get on with something. Ask children if they notice a similarity between all three sentences in terms of where the verb in the sentence is. Emphasise how in each case the verb is at the very start of the sentence. Shared-read the next three sentences. Again, highlight the verbs. What do children notice here? This time the verb in each is preceded by a word or short phrase. Shared-read the next sentence, telling children that there are three bossy verbs within the single sentence - can they find them all? In effect this sentence is three instructions in one! Read the final sentence. Is this an instruction? No! Ask children to help you re-write an aspect of the sentence as an instruction.

EYFS: What are they doing? Activity Cards.

Yr 1: Children shared-read the sentences on The Magic Cottage. They identify the imperative verb or verbs in each and underline them. They put a star against the two sentences that are not instructions.

Yr 2: Children complete activity as year 1 but work with the sentences on The Old Map, where the placing of verbs is more varied and challenging. **Extension:** Children turn an aspect of each non-instruction sentence from their sets into an instruction.

Plenary: Review some of the sentences children have been reading, confirming their ability to find the verb in each. Which sentences were not instructions? Did anyone manage to rewrite these sentences as instructions? Share children's sentences and check that they have used the imperative form.

### To write instructions to match an illustration.

EYFS: L: Write sentences that can be read by others.

Yr 1: Grammar: Punctuate sentences correctly. Composition: saying out loud what they are going to write about; composing a sentence orally before writing it, re-reading what they have written to check that it makes sense.

Yr 2: Grammar: Learn how to use sentences with different forms: statement, question, exclamation, command.

Composition: Encapsulate what they want to say, sentence by sentence; Proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Go to <https://www.youtube.com/watch?v=Ra4pZ3OTUKA> and listen to Neil Gaiman read aloud the animated version of Instructions. Ask children to spot and remember their favourite instruction from the story. When the story is finished, ask children to share their instructions. Write a few of these on the board. Recapping each of the features of instructions from the Poster show how the instructions chosen by children exemplify each of the points listed. Turn to the page of Instructions where the months of the year sit about the fire. Are any of the sentences on this page instructions? Confirm that they are not. Ask children to name the month they were

questions to write out accurately and to then give their own answers to. **Less able children** only write out 1 favourite question and a response. **More able writers** give two reasons for each of their choices.

Plenary: Look at the Going for a Ride sentences again and confirm the 'correct' answer to each. Which sentences did children choose to write out? What statement answers did they make in response to the questions? Confirm the differences between questions and statements by reading the definitions on the two Sentence Type Poster.

### To use different sentence types in a role play.

EYFS: CL: Express their ideas and feelings about experiences using full sentences.

Yr 1: Spoken Language: Give well-structured descriptions, explanations and narratives for different purposes; Participate in discussions, presentations, performances, role-play, improvisations and debates.

Yr 2: Spoken Language: Give well-structured descriptions, explanations and narratives for different purposes; Participate in discussions, presentations, performances, role-play, improvisations and debates.

Grammar: Learn how to use sentences with different forms - statement, question, exclamation and command Read children the short Biography of Neil Gaiman and ask class to identify the two questions on the page. Now ask children to find an example of a statement, confirming children's understanding of the sentence types studied yesterday. These are just two of the sorts of sentence that we are studying in this Unit. Does anybody know the name of another kind of sentence? Explain that we call sentences of the sort that are bossy and order or instruct someone to do something commands. Read the Sentence Type Poster definition. Who can spot the command in the biography of Neil Gaiman? Ask children for examples of other commands to give someone who wanted to read Neil Gaiman's stories. Get them out of the library, Read them at school, etc. Now shared-read the List of Characters from Instructions. Imagine you and a friend are Puss and the Cat in the story. Which

'bossy', imperative verbs. They are short and direct; they don't contain much description or story language, etc. Model designing a map of your own, guiding children a little as to what they might include on their maps - natural features like mountains, rivers and lakes; buildings such as castles, towers and cottages; characters and creatures from fairy stories, etc.

EYFS: Children draw own fairytale land maps.

Yr 1 & 2: Children shared-read the Map Making Instructions again. They then follow the instructions to draw their own fantasy landscape maps. As they draw, they use talk to describe the settings and features they are creating. They discuss the characters and creatures that inhabit their landscapes and begin to consider the adventures that a visitor to their land might have.

Plenary: Share and celebrate children's maps. To finish, write up some simple instructions describing what you want children to do with their maps (e.g. Write your name on your map. Do not put your map in your tray, etc.,) Shared-read these. Once again, ask children if these sentences are commands. How can we tell that?

### To plan a set of instructions.

EYFS: CL: Articulate ideas and thoughts in well-formed sentences.

Yr 1: Spoken Language: Use relevant strategies to build their vocabulary; Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Composition: write sentences by: saying out loud what they are going to write about; composing a sentence orally before writing it; sequencing sentences to form short narratives; re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils; read aloud their writing clearly enough to be heard by their peers and the teacher.

## English:

born it. What instruction could we write about that month? Take ideas and model writing out an instruction sentence: Tell January not to sit so close to the fire. Never lend April a musical instrument - she will never bring it back! Have fun coming up with further instructions: Do not on any account talk to February. Ask March to sing to you, etc. Keep pausing to show how the lines you are writing conform to the definition on an instruction as set out on the poster.

EYFS: Work with Key stage 1 - where appropriate peers/adult scribe their ideas.

Yr 1 & 2: Photocopy some pages from Instructions, enough for a different page per group. Glue each page to a piece of A3 paper so that there is space around the image for writing. As a group, children identify the instructions on their page. They then share ideas for a new instruction that could go with the page and its illustrations.

They record their idea as a full, punctuated sentence and repeat with a further sentence. On your command (My instruction to you now is...) groups swap pages. They read the previous group's sentences and confirm they are instructions. They add more of their own. Continue to swap pages at intervals.

Plenary: Pick one A3 sheet and share the instructions children came up with. Praise really good examples. Add a further instruction of your own for children to check against the features of instructions listed on the Poster.

### To write a series of linked instructions

EYFS: L: Write recognisable letters most of which are correctly formed.

Yr 1: Grammar: Composition: saying out loud what they are going to write about: composing a sentence orally before writing it; re-reading what they have written to check that it makes sense. Handwriting: sit correctly at a table, holding a pencil comfortably and correctly and begin to form lower-case letters in the correct direction, starting and finishing in the right place.

Yr 2: Grammar: Learn how to use sentences with different forms: statement, question, exclamation, command.

Composition: Write for different purposes; Encapsulate what they want to say, sentence by sentence; Proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. Handwriting: Use spacing between words that reflects the size of the letters

Re-listen to Neil Gaiman read Instructions aloud before turning back to the page of the book that shows the red imp doorknocker. Imagine if you knocked - and didn't get bitten! - and went through the door and then found a list of instructions on the wall saying what you should and shouldn't do in the house. What sort of instructions might they be? Remind children of all the features of instructions they have looked in this Unit. Give class time to share ideas with partners and then take feedback. Model writing out a few of the class's suggestions: Hang up your cloak; If there is a black cat in the corridor, do not cross its path; Leave all magic wands in the container provided. Be very clear on using a capital letter at the start of an instruction as well

characters from Neil Gaiman's tale would you most like to meet and why?

Trios prepare a short role-play where - as in the story - Puss and the Cat meet a character and speak to them. Children discuss which character they will meet and who will play which part in their performance. They include at least one question, one statement and one command in their role-play. They rehearse their performances, ready to share them with rest of the class in the Plenary.

Plenary: In turn, let trios role-play their 'character contact' moments. Ask the rest of the class to listen out carefully for the question, statement and command that the performers have included in their role-plays. Did they spot them all? Record performances and comments on seesaw.

### To use all four sentence types in a short text

EYFS: L: Write simple sentences that can be read by others.

Yr 1: Composition: saying out loud what they are going to write about, composing a sentence orally before writing it, sequencing sentences to form short narratives, re-reading what they have written to check that it makes sense.

Yr 2: Composition: Write for different purposes; 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; Read aloud what they have written with appropriate intonation to make the meaning clear. Grammar: Learn how to use sentences with different forms - statement, question, exclamation and command; Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks

Read the Amazon review of Instructions by Mr Hamilton. Ask children to identify a question, a statement and a command in the paragraph. Now highlight the sentences, How amazing! and What beautiful illustrations! Ask children: are these sentences questions? Are they commands or normal statements? Introduce children to the concept of exclamation sentences, reading the definition on the Sentence Types Poster and looking at

Yr 2: Spoken Language: Use relevant strategies to build their vocabulary; Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings; Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Composition: [Plan to] write narratives about personal experiences and those of others (real and fictional); Plan or say out loud what they are going to write about; Write down ideas and/or key words, including new vocabulary Look again at the maps children created yesterday and explain: a traveller decides to visit your land and needs instructions on which places to visit and on what they should do (or NOT do!) on their journey through the landscape. Say that, over the next two days, children will plan and write out their instructions to this traveller. Today is about making choices and coming up with and capturing loads of great ideas. Model doing this with children's help for a traveller visiting the fantasy landscape shown on the Map of Fairy Land. Which place should the traveller visit first? Take suggestions (e.g. the wolf's cabin) and model using an enlarged copy of the Places and Tasks planner to record this. Ask children to think about a task or challenge the traveller has to undertake at the wolf's house. Brainstorm ideas together - creep past without waking him; lock the wolf in the cellar; collect a magic jewel, etc. So where could our traveller go next? The Wild Wood. Repeat for something the traveller must do or avoid doing in the wild wood - climb a really tall tree, pick five different kinds of flowers, make friends with a speaking squirrel, etc.

EYFS: Describe maps to an adult.

Yr 1 & 2: Looking at at their own maps and adding further details to them where necessary, children decide on an initial 4 places their traveller will visit. Using an enlarged copy of the Places and Tasks planner, they list these destinations and explain in note form in the next column what task the traveller

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as a capital letter at its end. Emphasise the importance of leaving clear spaces between words so that instructions are legible and clear. Finish by explaining that today children are going to write a set of instructions for people who might dare to come into their bedrooms!

EYFS: Write a sentence containing a bossy verb.

Yr 1: With partners, children discuss what is really important to them about their bedroom and its contents. They share ideas for instructions they would like visitors to their rooms to follow. When ready, they write out at least 4 of these on a copy of My Bedroom Instructions, ensuring that their sentences begin with imperative verbs.

Yr 2: do as Year 1 but ensure they have varied the position of the imperative verb within at least two of their sentences (Above all else, take off your shoes, etc). They aim to write more than 5 instructions.

Plenary: Gallery time! Share posters and hear some instructions. Ask others to check that the lines written fit criteria (e.g. short; have bossy verbs). Who sounds like the bossiest bedroom owner in our class?

the role of the exclamation mark. Turn to the page of Instructions with the command, If an eagle gives you a feather, keep it safe. Ask: What magical powers could the eagle's feather have? Allow time for discussion and to hear children's ideas, e.g. the feathers... make you invisible, allow you to see into the future, give you the power to talk to animals, be able to cast spells, etc. Finish by modelling the writing you want children to do in the Activity - to create in turn a question, a statement, a command and an exclamation about the eagle's magical feather. E.g., How is an eagle's feather magic? It gives you the power to fly. Hold the feather firmly. Jump as high as you can. What an amazing feeling!

EYFS: Write a sentence about the magic feather.

Yr 1 & 2: Children share ideas about what magic powers eagle's feathers have. They decide on an opening question about the feather and record this on their Record Sheet. They then compose a statement made in response to their question followed by a command and an exclamation, they check punctuation marks and, when finished, rehearse reading their passages aloud.

Plenary: Hear children read aloud their writing. Discuss the magic powers children have imagined. Identify the four sentence types used in texts.

### To read and understand instructions.

EYFS: L: Demonstrate an understanding of what has been read to them.

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: understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher; checking that the text makes sense to them as they read and correcting inaccurate reading.

must complete at each point. They join their chosen places up with a dotted pathway or line on their maps. If time, they select and make notes for other destinations and tasks. **Less able writers:** do as above but focus initially on just 2 or 3 places on their map. They may work with adult support to get started.

**More able writers** also do as above but aim to prepare to write about at least 5 or 6 places.

Plenary: Hear ideas from children as to the kinds of things their travellers should do or avoid doing.

### To write instructions in draft form.

EYFS: L: Write simple sentences that can be read by themselves and others.

Yr 1: Composition: write sentences by: saying out loud what they are going to write about: composing a sentence orally before writing it; sequencing sentences to form short narratives; re-reading what they have written to check that it makes sense; discuss what they have written with the teacher or other pupils: read aloud their writing clearly enough to be heard by their peers and the teacher.

Grammar: beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

Yr 2: Composition: Write for different purposes; Encapsulate what they want to say, sentence by sentence. Grammar: Learn how to use sentences with different forms (statement, question, exclamation, command) and expanded noun phrases to describe and specify [for example, the blue butterfly] Look again at the brief notes about places and traveller challenges that you made on your Planner yesterday. Now model composing an instruction telling your visitor how to go to the first place, the wolf's house. Walk towards the wolf's hut. Check and confirm that you have written a command. Teach children how to use adverbs and expanded noun phrases to enrich this sentence: Walk quickly towards the wolf's small, wooden hut. Continue, composing a command that deals with what the traveller must do at the wolf's cabin: Sneak quietly

## English:

**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 texts closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation; Re-read these texts to build up their fluency and confidence in word reading. Comprehension: 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. Re-read or briefly review Instructions by Neil Gaiman and Charles Vess, reminding children of the way in which the text is largely made up of a series of commands. Explain that today children are going to be reading new instruction texts that, like Instructions itself, are also about 'fairy land' characters and settings. Say that to be ready to do so children will need to review the reading strategies they can use when faced with words or phrases that are new or difficult. Shared-read the list of Reading Strategies. Emphasise that these sentences too are instructions: they tell us things that we must do; they give us orders or commands on how to read. Now shared-read How to Catch a Dragon (in resources), asking children to employ all the reading strategies listed as they decode the text. Query children's understanding of tricky words or phrases. What do children think - Would these instructions really help you to catch a dragon? EYFS: As year 1 but with the text How to escape a giant as a group with adult support. Yr 1: Children shared-read and discuss How to Rescue a Princess, employing all relevant reading strategies to decode the text. They note down tricky words on a sheet of paper. They agree on how convincing the instructions are and come up with alternative suggestions where necessary. They can write alternative instructions to compliment those on the page. Yr 2: As year 1 but with the text how to see a fairy. Plenary: Choose children from each group to describe what their instructions were for. Probe groups for comprehension of what they have read. Get groups to

past the sleeping silent wolves. Again, ensure that children see your sentence is a simple, clear command. Have fun extending your instruction with some of the poetic, 'story writing' lines used in Instructions. E.g., Show no fear, however. Fortune will be on your side. Repeat for a further instruction, as you command your traveller to move on to the wild wood and the challenge that awaits them there. Now run fast to the deep, wild wood. Climb to the very top of the tallest tree. Be careful though - a Giant may try to grab your legs! EYFS: Write instructions to get from a to b on their maps. Yr 1 & 2: Children share ideas with their partners and fill in the next column on their Planners with draft instructions for how to go to each place and what task needs to be undertaken there. They use adverbs and expanded noun phrases. Sneak quietly past the sleeping, silent wolves. **Less able writers** do as above but focus on maintaining the instructional nature of their sentences. **More able writers** extend their instructions with sentences that also feature elements of story language: Sneak quietly past the sleeping, silent wolves. Show no fear, however. Fortune will be on your side. Plenary: Enjoy hearing a selection of children's instructions. Check that at least the initial sentence in each section is a command

**To Produce 'best copy' instructions from drafts**  
EYFS: L: Write recognisable letters, most of which are correctly formed.  
Yr 1: Composition: re-reading 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. Word Reading: apply phonic knowledge and skills as the route to decode

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share their tricky words. Decode these as a class. Discuss how effective children felt the instructions would be to achieve their stated aim! Did anyone come up with some instructions for their page?

### **To compare story and instructional writing**

EYFS:

Yr 1: Comprehension: participate in discussion about what is read to them, taking turns and listening to what others say. Word Reading:

Yr 2: 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.

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: Learn how to use sentences with different forms: statement, question, exclamation, command

Ask children if they ever have funny dreams, in which strange or spooky things happen. Display the Hamilton Group Reader Dream On by Ruth Merritts and Anne Holm Petersen. Read children the story, at points asking them to use the reading strategies they used yesterday to decode tricky or new words (crazy, pattering, crept, etc.) Ask children questions about the story: What's the little girl in the story like? Why does the author describe the house as 'crazy'? What do you think the thing that was upstairs really was?, etc. Re-display the first three pages of Dream On. Ask: are these sentences instructions, as so many of those in Neil Gaiman's book were? Confirm that they are not, and that the sentences are written in story language. Emphasise that they do not have bossy verbs in them, and that no one is being commanded or ordered to do anything. I wonder how many instructions there actually are in Dream On? I wonder how many there were in the Fairy Land Instructions pages we read yesterday?

EYFS:

Yr 1: Children re-read their set of Fairy Land Instructions from yesterday as a group. Using the Tally Chart, they make a mark each time they find an

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.

Yr 2: Composition: Re-read work to check that their writing makes sense. Grammar: learn how to use sentences with different forms - statement, question, exclamation, command. Handwriting: Form lower-case letters of the correct size relative to one another; Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters; Use spacing between words that reflects the size of the letters. Word Reading: Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluency.

Keep whole class teaching short today. Adding a simple 'welcome' line to begin your instructions, model writing the first of your draft commands out in 'best': Welcome traveller! Walk quickly towards the wolf's small, wooden hut. Emphasise the care you have taken to use an initial capital letter and the appropriate sentence-end punctuation for each of your two sentences. As you continue to write out your instructions, show how you regularly re-read what you have written to check that it makes sense and to ensure that your writing says what you wanted it to say. Above all I need to make sure I am using command sentences when I am giving my orders. Model using your best handwriting, letter joining and word spacing to write out further sentences. Our work is going on display eventually so it has to look the very best it can!

EYFS: Practise letter formation.

Yr 1 & 2: Children write out their draft sentences in best. They check to make sure that their initial sentence for each part is always a command. Some may add further 'story' sentences to each instruction. When finished, children colour their

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instruction sentence. They then do the same reading Dream On. How many did they find in each.

Yr 2: Children re-read their set of Fairy Land Instructions from yesterday as a group. Using the Tally Chart, they make a mark each time they find an instruction sentence. They then do the same reading Dream On. How many did they find in each? Groups discuss which of their two texts they prefer. They get ready to explain why to the rest of the class in the Plenary.

Plenary: Ask groups how many instructions they found on their Fairy Land Instructions pages. Did anyone find any instructions in Dream On? Correct any misconceptions. Ask children which text they preferred. Can they say why? Maybe those who preferred the instructions like being told what to do.

**To read and write instructions.**

EYFS: L: Write simple sentences that can be read by others.

Yr 1: Composition: write sentences by: saying out loud what they are going to write about; composing a sentence orally before writing it; sequencing sentences to form short narratives; re-reading what they have written to check that it makes sense.

Yr 2: Composition: Write for different purposes; Encapsulate what they want to say, sentence by sentence; Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]; read aloud what they have written with appropriate intonation to make the meaning clear.

Grammar: Learn how to use sentences with different forms: statement, question, exclamation, command.

Re-read Dream On. Now read the short set of Dream On Instructions, explaining that the sentences in blue are written as if someone was watching the little girl in the dream and giving her instructions as to what to do.

Highlight the bossy verbs at or near the beginning of each blue instruction sentence. Model writing an instruction sentence for each of the next two pages of the story - where the girl runs and runs and when she finally arrives at the crazy house. Confirm the presence

maps and add further pictorial details such as labels, compass roses, etc

Plenary: Ask children to pair up or get into small groups. They role-play being visitors to other children's lands, using small world play figures to be the traveller and companion(s). They move around maps following the instructions about where to go and what to do in each place. Swap, so that children get to visit plenty of other lands and to follow different sets of instructions.

## English:

of the imperative verb at the start of the sentences you have written and that your sentence commands or orders the girl to do something. Show how you can also add 'story sentences' to your instructions, as Neil Gaiman does in *Instructions: Walk up to the crazy house*. Do not be afraid - you will always be protected from harm. Let children hear you re-reading your sentences at regular intervals to check for errors or omissions. Ask: have I punctuated and spaced my sentences properly?

EYFS: Write some instructional sentences.

Yr 1: With partners, children discuss how they could convert the sentences on the Dream On Instructions Chart using the shorter version of the the text into a series of instructions, as if they were telling the girl in the story what to do at each stage of her dream adventure. They share ideas and then record their instructions. Some have been done for them but they may rewrite these if they wish.

Yr 2: With partners, children discuss how they could convert the sentences on the Dream On Instructions Chart into a series of instructions, as if they were telling the girl in the story what to do at each stage of her dream adventure. They share ideas and then record their instructions. Some have been done for them but they may rewrite these if they wish, adding in some story sentences to their instructions as in the whole class teaching.

Plenary: Hear and celebrate examples of children's instructions to the little girl. Pick up on sentences that are not instructions and help children to reconfigure these as command.

**To demarcate sentences.**

EYFS: L: Write recognisable letters that most of which are correctly formed.

Yr 1: 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; form capital letters.

## English:

**Yr 2:** Grammar: Learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular); Learn how to write sentences with different forms: statement, question, exclamation, command.

Handwriting: Form lower-case letters of the correct size relative to one another; Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters; Use spacing between words that reflects the size of the letters

Share the Map of Fairy Land with children and open the large envelope addressed to the class from the Mayor of Fairy Land. Read the Mayor's Letter which explains that all the sentence punctuation in Fairy Land has been stolen. Look at the Mayor's Sentence Punctuation Mark Cards. Name each of the punctuation marks that have gone missing, ensuring that children know where and when each should be used. When would you need to use capital letters? Now display the first of the Mayor's Unpunctuated Sentences. In pairs, children discuss what capital letter and punctuation corrections need to be made to the sentence. Rewrite the sentence incorporating children's suggestions. Model using best handwriting and word spacing to do so, taking special care to form capital letters accurately. Repeat for the Mayor's two remaining unpunctuated sentences.

EYFS: Children choose the correct capital letter for the beginning of sentences.

Yr 1: Children shared-read the Missing Punctuation. They discuss what punctuation and capital letters they think are missing from each one. They use their best handwriting and word spacing to re-write the sentences with the correct punctuation and capitals added.

Yr 2: Children shared-read the Stolen Punctuation Sentences. They discuss what punctuation and capital letters they think are missing from each one. They use their best handwriting and word spacing to re-write the sentences with the correct punctuation and capitals



## English:

added and read the short passage on Punctuation Challenge. They rewrite the sentences in their books.  
Plenary: Review children's work. Show your first line for a covering letter to send to the Mayor of Fairy Land: we have added all the punctuation Ask children to correct your errors in terms of capitals and punctuation marks. Make changes. Repeat with the sentences make better sense now we hope you catch the thief Collect children's sentences, add them to a return envelope addressed to Fairy Land.

### **To recognise and use apostrophes especially for contractions.**

EYFS: Separate handwriting session.

Yr 1: Grammar: Begin to punctuate sentences.

Yr 2: Grammar: Learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Show children the Map of Fairy Land once again and then display and read the first paragraph only of Today in the Wild Wood. Note the correct use of sentence-end punctuation and capital letters throughout the paragraph.

Highlight the apostrophes in the first paragraph. Ask children if they can name these punctuation marks. Why are the marks in these words? Using the Apostrophes poster (in resources), teach children the two uses of the apostrophe - to show the place of missing letters in a contraction (you'll; can't) and to indicate possession (Grandma's tummy; the wolf's shoes). Now read the second paragraph of Today in the Wild Wood, explaining that it contains several more examples of apostrophes used in contractions.

Ask children to locate these contractions. Can they say for each one which two words are the basis of the contraction? Which missing letters are indicated by the apostrophe in each case?

Yr 1: Children read the sentences on Fairy Land Contractions. They identify the contractions in each and copy these out carefully. They expand each contraction,

## English:

indicating which letter/s were replaced by the apostrophe and play games of Contractions Pairs where players attempt to match pairs of words with their contracted for

Yr 2: Children read the sentences on contraction conundrums. They identify the contractions in each and copy these out carefully. They expand each contraction, indicating which letter/s were replaced by the apostrophe and play games of Contractions Pairs where players attempt to match pairs of words with their contracted for

Plenary: Read the final paragraph of Today in the Wild Wood. Find the apostrophes. Agree which words form the basis of the contractions and which letters are missing in each example. Point to Riding Hood's smile. Ask: is this a contraction? Confirm that is not, and that here the apostrophe is being used to indicate possession. Explain that is what children will look at in detail tomorrow.

### **To recognise and use possessive apostrophes.**

EYFS: Separate handwriting/phonics session

Yr 1: Grammar: Begin to use punctuation correctly.

Yr 2: Grammar: Learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Using the Poster once again, remind children of the two functions of apostrophes - in contractions and to indicate possession. Shared-read the first two paragraphs of Riding through Fairy Land asking children to look out for the two contractions that need apostrophes (wouldn't and don't). Read on and point to the sentence, The hat of the giant was large, red and feathery. Model rewriting this sentence with a possessive apostrophe: The giant's hat was large, red and feathery. Rpt with the sentence, At the very top of the mountain was the house of the witch. Turn this into At the mountain's top was the witch's house. Stop at the sentences: finally puss and the cat rode over towards the den of the dragon the great green beast was snoozing by his cave so was not able to talk

## English:

Ask: have these sentences been properly punctuated?

Agree upon the punctuation and capitals needed to correct the sentences. Then ask: Where could we use a possessive apostrophe? (dragon's den). Could we make a contraction using an apostrophe? (wasn't).

Yr 1 & 2: Children read the sentences on My Punctuation 2. They rewrite sentences, correcting any errors in capitalisation and sentence-end punctuation. They also change the highlighted phrases into possessive phrases using an apostrophe. Challenge: some phrases are not highlighted.

**More able writers** do as above but use My Punctuation 3 and also convert the highlighted pairs of words into contractions with apostrophes. Challenge: some are not highlighted. **Less able writers** do as above but read My Punctuation 1. They carefully rewrite each sentence with a capital letter and full stop. As they write, they turn the highlighted sections into phrases with possessive apostrophe.

Plenary: Read the last paragraph of Riding through Fairy Land. Explain that all the apostrophes have vanished. (**There are 6 in total**). Can children say where they should go? Distinguish between contractions and the possessive apostrophes. Who spotted the missing capital letter and full stop