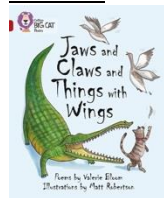


English 2023 - 2024 Term 1 - Australia

Key Stage 1

English Learning Journey

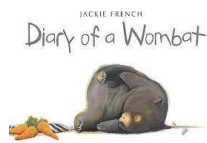
Outcome:



Purpose: To entertain

Audience: KS 2

Form: Poetry - Kennings



Purpose: To inform

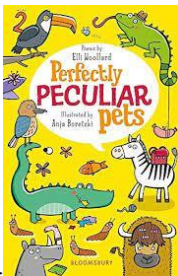
Audience: The Bear (Character)

Form: Recount - Diary

Linked Guiding Reading Texts



Yr 1 -



Yr 2 -

Key Reading Statements

Year 1

word reading: apply phonic knowledge and skills as the route to decode words. respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. read words containing taught GPCs and -er endings.

Comprehension: listening to and discussing a wide range of poems and stories at a level beyond that at which they can read independently. being encouraged to link what they read or hear to their own experiences. learning to appreciate rhymes and poems, and to recite some by heart. discussing word meanings, linking new meanings to those already known. 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. discussing the significance of the title and events. making inferences on the basis of what is being said and done. predicting what might happen on the basis of what has been read so far. participate in discussion about what is read to them, taking turns and listening to what others say. explain clearly their understanding of what is read to them.

Year 2

word reading: continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. read words containing common suffixes

comprehension: listening to, discussing and expressing views about a wide range of contemporary and classic poetry and stories at a level beyond that at which they can read independently. recognising simple recurring literary language in stories and poetry. discussing and clarifying the meanings of words, linking new meanings to known vocabulary. discussing their favourite words and phrases. continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. checking that the text makes sense to them as they read, and correcting inaccurate reading. making inferences on the basis of what is being said and done. predicting what might happen on the basis of what has been read so far. participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Key Writing Statements (poetry)

To recognise and use adjectives, adverbs and prepositions.

To use capital letters and full stops

Year 1

To add suffix - er

To form letters correctly (those taught so far)

Year 2

To use expanded noun phrases to specify and describe

To use capital letters, question marks, full stops and exclamation marks correctly

To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

Key Writing Statements (recount)

To recognise and use verbs

To use capital letters correctly including for days of the week and personal pronoun - I

Year 1

To spell days of the week correctly

To form letters correctly (those taught so far)

To use personal pronoun - I

To sequence events

Year 2

To use past tense correctly in sentences

To form letters correctly and start to join these

To use conjunctions for co-ordinating events and showing subordinations

To use conjunctions, adverbs and prepositions to show chronological order

English 2023 - 2024 Term 1 - Australia

Overview of Learning Journey - Animal Poems

| Stimulate & Generate | Capture, Sift & Sort | Create, Refine, Evaluate |
|--|---|--|
| <p>To read and discuss poems about animals</p> <p>EYFS - C&L - Listen carefully to rhymes and songs paying attention to how they sound, L - Develop phonological awareness to spot and suggest rhymes</p> <p>Yr 1 - Comprehension Listening to and discussing a wide range of poems... at a level beyond that at which they can read independently; Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Yr 2 - Word Reading Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Comprehension Participate in discussion about... poems... that they can read for themselves, taking turns and listening to what others say.</p> <p>Show children the front cover for Jaws and Claws and Things with Wings by Valerie Bloom and Matt Robertson. Share read the title and point out that the book is a collection of <u>poems</u>. Ask children what they know about poems and poetry - make links to last year chocolate cake and "twas the night before Xmas. Based on the title and the illustrations on the covers, what sort of poems do children think the ones in this collection will be? Discuss predictions (think, pair, share) and flick through the book so that children can see the pages. Yes! All the poems are about animals. Confirming what a</p> | <p>To recognise and use adjectives</p> <p>EYFS - EAD - Draw with increasing complexity C&L - Use and discuss new and familiar vocabulary</p> <p>Yr 1 - Spoken Language Use relevant strategies to build their vocabulary.</p> <p>Spelling Spell words containing each of the 40+ phonemes already taught.</p> <p>Yr 2 - Grammar Learn how to use expanded noun phrases to describe and specify [a slippery goldfish]; Learn how to use commas for lists.</p> <p>Read and enjoy The Elephant. Point out how the poet uses describing words (adjectives) to give us more information about particular parts of the elephant - he has <i>enormous ears</i> and an <i>impressive nose</i>. Can children suggest good describing words for the elephant? Long, bony, sharp, etc. What about his toes? Cheesy, smelly, wrinkly, etc. Send EYFS to complete activities. Use slides 2-7 to teach children how to use adjectives in descriptions. Show how commas are used to separate adjectives in a list. Explain that adjectives can appear in different places in sentences, not just immediately before the noun they describe. Read My Pet. Get children to identify the adjectives used to describe the spider in the poem - <i>furry, fat</i> and <i>hairy</i>. Ask children to pick just one other animal from the poem, e.g. the budgie. What three words would they use to describe it? <i>Small, colourful</i> and <i>loud</i>, etc.</p> <p>EYFS - children draw elephants to match the poem and adult scribe their describing words around the outside</p> <p>Yr 1 - Children complete the My Pet writing frame by saying out loud and then writing in a single adjective for each named animal: <i>I don't want a _____ goldfish</i>. They end by completing the line describing the pet they <i>would</i> like then draw a picture of their animal in the box. Scaffold Children have their suggested describing words written in for them. They</p> | <p>To plan a poem (Kenning)</p> <p>EYFS - EAD - Draw with increasing complexity C&L - Use and discuss new and familiar vocabulary</p> <p>Yr 1 - Spoken language Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Composition Saying out loud what they are going to write about.</p> <p>Yr 2 - Spoken language Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Composition Planning or saying out loud what they are going to write about; Writing down ideas and/or key words, including new vocabulary.</p> <p>Read children Trail Blazer, an unillustrated, edited version of Valerie Bloom's Slug, but which omits the poem's final two, slug naming, lines. Explain kennings as a poetic form - riddle poems made up of short lines in which a series of two-part or 'compounded' nouns describe aspects of the poem's subject, without (until the very end) giving away the name of the person or thing the poem is about. Ask if children think they can solve the riddle of Trail Blazer and suggest which animal the poem is about. Display Slug the full version of the poem with the last lines included. Yes! It's all about a slug. Reiterate how each line in the poem is composed of two nouns that are related to things that slugs either do or eat, or refer to how the creatures move about, etc. Note that lines rhyme because of the repeated -er suffix that ends all these nouns. Propose additional lines for the poem to make your points clear - <i>Slime maker, Sister scarer, Compost hider</i>, etc. Introduce the children's writing project for the next few days: to plan and write a kenning poem about an animal of their choice. Model using the Kenning planning sheet to record a chosen animal (e.g. a hamster) and to list things that a hamster does or eats - runs on a wheel, builds a nest, hangs from bars, sleeps all day, nibbles a corn stick...bites Dad's fingers! etc.</p> <p>EYFS - Draw an animal, adult scribes their ideas about their animal around the picture.</p> <p>Yr 1 - Children say which animal they will write a kenning about, draw their creature on the Planner and write out its name. They discuss things that their animal does or eats, how it behaves and moves, etc. They record a few of these observations using simple drawings and/or words.</p> <p>Scaffold Suggest familiar pets and other animals for children to base their kennings on. Help children to identify two or three things that their animal does, and show how they can record these as notes,</p> <p>Yr 2 - Children do as Y1 above but record 6 or 7 different things their chosen animal does.</p> <p>Stretch Kennings don't have to be in poems, they can be single lines. Children read the Single Kennings and see if they can work out what each is referring to. They check with the Answers page.</p> <p>Plenary: Discover which animals children have elected to write their kennings about. Take examples: what things did you say on your planner that your animal does? Hear ideas. Finish by reading the Single Kennings. Can children say what these refer to? Ask those Y2 children who have already read the kennings to confirm or correct answers</p> <p>To draft a poem (Kenning)</p> <p>EYFS - C&L - Articulate their ideas in full sentences, Use new vocabulary in a range of contexts,</p> <p>Yr 1 - Spelling Adding prefixes and suffixes [-er]. Composition Composing a sentence orally before writing it; Re-reading what they have written to check that it makes sense.</p> |

English 2023 - 2024 Term 1 - Australia

contents page in a book does, ask children to help you use that in **Jaws and Claws** to find **The Mouse's Song** (p7). What do you think a mouse's song sounds like? Read the display/teaching version of the poem and record children's responses to it, helping them to articulate what it is they do or do not enjoy about the poem. Repeat with **Greedy Goat**. In what ways are the poems similar? How are they different from one another?

EYFS - Rhyming games in provision
Yr 1 - Children listen to and share their feelings about **Snail**, **Octopus** and **Seaside Bandit** in turn. They write a sentence naming their favourite of the three poems and saying why they like it the best. *I really like... because...*

Scaffold - Children have sentences written for them by an adult, with children then re-reading what has been scribed to confirm accuracy

Yr 2 - Children do as Y1 above but share-read the poems. Children name their favourite of the three and write several sentences explaining their choice. They repeat with their least favourite of the set. They write about why they didn't like this one!

Stretch - Children compile a list of things all three poems have in common.

Plenary: Discover which poem has taken the top spot in children's estimation. Re-read it. Get those children who chose it to say why they really like it. Did anyone really not like this poem? Why was that?

To recognise rhyme

EYFS - **C&L** - Listen carefully to

re-read lines to confirm accuracy.

Yr 2 - Children do as Y1 above but use **two** adjectives for each of the animals they don't want. They separate their pairs of adjectives with commas.

Stretch Children write sentences describing the animal that they would like in more detail. They experiment by writing adjectives in different places in their sentences.

Plenary: Find out which adjectives children from across the class have used to describe the animals in the poem. Discover which creatures children have said they would like to have as a pet. How have they described them?

To use adverbs in descriptions (to describe adjectives)

EYFS - **EAD** - Draw with increasing complexity **L** - Engage in conversations about texts

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.
Spelling Spell words containing each of the 40+ phonemes already taught.

Yr 2 - **Comprehension** Predicting what might happen on the basis of what has been read so far.

Grammar Learn how to use expanded noun phrases to describe and specify [a huge crocodile].

Read and enjoy the amended version of **What**

Creature, Pray, Are You? which omits the poem's final lines. What clues are there in the poem as to what animal it might be? Take a few suggestions from around the class, offering ideas to stimulate discussion: a rhino? A snake? Even a dinosaur maybe?!

Review yesterday's learning by identifying the adjectives used to describe some of the animals mentioned in the poem - the *little* chimpanzee; the *tall* giraffe, the *cute and cuddly* koala, etc. Write each of these out. What adjectives would be good for describing some of the animals that weren't given one, like the tiger or the gnu? Use slides 8 to 10 to teach children to identify and use qualifying adverbs when

Yr 2 - **Composition** Writing poetry; Encapsulating what they want to say, sentence by sentence.

Re-read the full version of **Slug** from yesterday and remind children of kennings as a poetic form. Read **Tongue Flicker**, an edited version of Valerie Bloom's **Snake** which omits the poem's final two lines. This time there are five creatures illustrating the kenning. Do the children think it could be describing one of these? Display the full version of **Snake** and compare with children's predictions. Note once again how each line describes something that a snake does - a movement it makes, how it behaves with other animals, what effect it has on creatures or people and so on. Revisit the rhyming pattern created by the -er ending to the verbs. Point out though that, in both **Slug** and **Snake**, the last two lines of the kennings are a little bit different - they say what the animals are, rather than refer to something that they do. Show how you convert a note from your hamster planner - *he goes round on his wheel* - into a kenning - *Wheel spinner*. Confirm that your line ends with the suffix -er. Repeat for another note, e.g. *Bites my Dad's fingers* becomes *Finger biter*. Write the lines one under the other, poem-style, as in **Slug** and **Snake**. Model regularly re-reading to check that your lines are true kennings and that they rhyme. Compose two final lines for the poem, the last of which reveals - with a rhyme if possible - who the poem is actually about: *The colour of a duster/ It's my hamster!*

EYFS - As a group with an adult share write an animal poem.

Yr 1 - Children take one of the 'animal action' notes they made and convert the observation into a kenning. They record their kenning in their books and repeat for two further notes. They write their lines one under the other, as in **Slug** and **Snake**. They re-read to check that their lines all end with the -er suffix, so that they rhyme. Children write a final line for their poem that reveals the animals' identity. *It's a/ my...*

Yr 2 - Children do as Year 1 but create as many kennings as they can from their notes.

Stretch Instead of simply naming their animal at the end of their poem, children try finishing their lines with a rhyming couplet.

Plenary: Children share their draft kennings. Address any issues with patterning or with misspelling of the suffix -er, etc

To edit and redraft own poems

EYFS - **EAD** - Draw with increasing complexity **C&L** - Use and discuss new and familiar vocabulary

Yr 1 - **Handwriting** Begin to form lower-case letters in the correct direction, starting and finishing in the right place; Form capital letters; Leaving spaces between words. **Composition** Re-reading what they have written to check that it makes sense; Read aloud their writing clearly enough to be heard by their peers and the teacher.

Yr 2 - **Handwriting** 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. **Composition** Proofreading 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.

Remind children of **Slug** and **Snake** then read **Tail Swisher**, an edited version of **Cat** that omits the poem's final lines. As before, ask children for predictions and confirm by reading **Cat**. Point out how in **Cat** and the other poems each line begins with a capital letter. Model writing out a best copy of the start

English 2023 - 2024 Term 1 - Australia

rhymes and songs paying attention to how they sound, **L** - Develop phonological awareness to spot and suggest rhymes

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. **Comprehension** Learning to appreciate rhymes and poem

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. **Spelling** Spell by segmenting spoken words into phonemes, representing these by graphemes and spelling many correctly. Return to **Jaws and Claws** and have fun reading the collection's opening poem, **Pet Shop**. Discuss the potential pets listed in the poem: which sounds the scariest or strangest pet? Are there any animals here that the children would *like* to take home? Why would they want/ not want those creatures as pets? Re-read the poem, emphasising its sing-song rhythm and the repeated beat in the lines. Now discuss what children understand by rhyme and rhyming. Highlight *place/face* in the first verse and get children to read both words aloud. Do the words rhyme? Emphasise that they do because they both end with the same sound - *ace*. Highlight the other pairs of rhyming words in each verse, getting children to read each aloud as you do so. Point to *Peru* and *you* in verse 4. Do the words

writing descriptions. Return to the descriptions of the animals in **What Creature, Pray, Are You?** that you listed earlier. Add in qualifying adverbs with children's help - *a rather little chimpanzee, the quite tall giraffe*, etc.

EYFS - Paint the creature they think might be coming out of the egg **Stretch** try writing initial sound for the animal, can they add any other sounds they can hear?

Yr 1 - Children draw the animal they think is coming out of the egg, describing their creature in detail as they do so. They write 2+ punctuated sentences about their animal, each containing a qualifying adverb. **Scaffold** Children write just a single descriptive sentence below their picture and have their second sentence scribed for them, re-reading it to confirm accuracy.

Yr 2 - Telling their partner all about their ideas, children use **Coming Out of the Egg** to write a paragraph about their suggested egg creature's appearance. They make use of a variety of qualifying adverbs in their sentences, as well as effective adjectives. They draw their animal. **Stretch** Children write further sentences to describe how their animal moves and what it does.

Plenary: Re-read the beginning of **What Creature, Pray, Are You?** Hear children's descriptions of the creatures *they* think are coming out of the egg. Celebrate successful use of qualifying adverbs and adjectives. Read the final lines of the poem and learn it was... a crocodile! How is the crocodile described in the poem? What qualifying adverbs could we add to those descriptions?

To use prepositions in descriptions

EYFS - **M** - discuss locations using positional language

Yr 1 - **Composition** Composing a sentence orally before writing it; Read aloud their writing clearly enough to be heard by their peers and the teacher. **Punctuation** Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

of your draft poem, paying special attention to the initial capitals, other letter forms and joins. Make a deliberate error by failing to space words in one of your lines. What have I done wrong here? Now model adding a new line - remind children that you can add in any new kennings you might have thought of **before** the final two lines. Do any of the lines of **Cat, Slug** or **Snake** have any punctuation? Confirm that the bulk of the lines do not - only the very last line(s) are punctuated. Write out your last lines. Should I use a full stop, question mark or exclamation mark for my final line (*It's my hamster*)? Agree that a question mark would not be correct and explore whether a full stop or more forceful exclamation mark is better.

EYFS - Create illustrations for their poem

Yr 1 - Children write out a best copy of their poem on a clean piece of paper. They make sure they begin each line with a capital letter and use an appropriate punctuation mark for their final line. They leave neat spaces between words. They rehearse reading their finished poem out loud, ready to share with the class later.

Yr 2 - Children do as Year 1 above for their longer poems. They punctuate their final lines with full stops, question marks or exclamation marks as appropriate.

Plenary: Children read aloud their completed kennings, where possible without at first revealing their animal's identity. Listeners try and guess the animal before they hear the final lines of the kenning.

English 2023 - 2024 Term 1 - Australia

end with the same sound? Yes. Do the words end with the same spelling? No. Stress that for words to rhyme they must end with the same sound but that this sound can be spelt in different ways. Does the same thing happen with *bear* and *pair* in verse 5?

EYFS - Rhyming games in provision
Yr 1 - Children work as a group and share-read all the words in the first section on **Pet Shop Rhymes** and highlight the two that are 'odd ones out' because they do not rhyme with *place* and *face*. They check their choices against the **Answers** page then repeat for the remaining sections.

Stretch Children add at least one additional rhyming word to each box.
Yr 2 - In pairs Children re-read the pairs of rhyming words on **At the Pet Shop**. Referring to paper or online dictionaries if wanted, they add as many more rhyming words to each column as they can, noting the different spellings they use to create their rhyming sounds. **Stretch** Children take any two rhyming words from their chart and use these to write a simple rhyming couplet. They repeat with other pairs.

Plenary: Discover the rhyming words that children have recorded. Address any misconceptions with regards to rhyming and spelling patterns. Finish by reading **School Visitor**. What pairs of rhyming words can children spot in the poem? Can they propose other words that rhyme with these?

To answer questions about poems

EYFS - **C&L** - Learn some rhymes, songs

Yr 2 - **Grammar** Learn how to use expanded noun phrases to describe and specify [over a very tall hedge]. **Composition** Encapsulating what they want to say, sentence by sentence.

Read and have fun with **The Camel**. What describing word (adjective) is used to describe the camel's head?

Dusty. Ask children to suggest qualifying adverbs and adjectives to describe other things in the illustration for the poem - *rather tall grass, a very bright blue sky*, etc. Highlight the phrase in the poem's final line - *in the eye*. Explain that it is an example of a prepositional phrase, a group of words linked to where

or how something happens or that allows a writer to add further detail to a description. Use slides 11-16 to introduce children to prepositions and their role in developing descriptive writing. Read **On Old Macdonald's Mixed Up Farm**. How is the poem different to the normal song version of **Old MacDonald**? Why is it called his 'mixed-up' farm here?

Identify the two prepositions used in the poem: *on the farm, in the hay*.

EYFS - where is the ? Positional language cards.
Positional language challenge cards in provision
Yr 1 - Children share ideas for how to complete the sentence *The camel spits...* in at least **five** different ways, using a new preposition (*between my eyes/ up my nose/ down my t-shirt, in front of my mother, etc.*)

and a full stop each time. They learn their favourite sentence off by heart and finish by adding a drawing of their camel, spitting rudely, to their page! **Scaffold** - give the sentence starter to complete, and if they require further support, give templates with just the preposition and punctuation missing to complete.

Yr 2 - Children pick creatures, 'wrong' verbs and prepositions from **Old MacDonald's Very Strange Farm** and combine these in a series of 'mixed-up farmyard' sentences: *The bull flaps up into the clouds*, etc. They also include evocative adjectives and qualifying adverbs in their sentences: *The tiny brown mouse jumps over a really tall hedge*.

English 2023 - 2024 Term 1 - Australia

| | | |
|---|--|--|
| <p>and poems</p> <p>Yr 1 - Comprehension Listening to and discussing... poems... at a level beyond that at which they can read independently; 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.</p> <p>Yr 2 - Word Reading Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Comprehension Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p>Read and enjoy I Don't Think Sheep Like Me (<i>resources</i>), encouraging children to join in with the poem's repeated refrain, 'Bah!' Emphasise the rhythm of the poem's lines as you read. Ask children to help you identify the rhyming words in the poem. Can they suggest further words that rhyme with each of the pairs they spot? Ask children questions about the poem:</p> <p style="padding-left: 20px;">Where does the boy see the sheep - at the park, at a zoo, on a farm or at the pet shop?</p> <p style="padding-left: 20px;">What funny name does the boy call the sheep in the last verse? Can you think of other funny names for sheep?</p> <p style="padding-left: 20px;">Cotton wool balls with eyes, clouds on legs, etc.</p> <p style="padding-left: 20px;">How does the boy feel about the sheep saying 'Bah!' to him? How can you tell that</p> | <p>Plenary: Children share their camel and mixed-up animal writing, reciting their favourite lines to the rest of the class. Celebrate successful and imaginative use of adverbs, adjectives and prepositional phrases.</p> <p>To use capital letters and full stops</p> <p>EYFS - L - Develop phonological awareness and recognise when words have the same initial sound</p> <p>Yr 1 - Grammar Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark; Using a capital letter for... the personal pronoun 'I'.</p> <p>Yr 2 - Composition Encapsulating what they want to say, sentence by sentence: Writing narratives about personal experiences and those of others (real and fictional). Grammar Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops and capital letters.</p> <p>Read and enjoy Dog by Ted Hughes. Is the dog in the poem like any dogs the children know, or does he sound different to dogs they are familiar with? In what ways is he the same/different? Ask children to identify their favourite couplets and rhymes in the poem. Explain alliteration and savour examples in Dog - <i>sack of snoring dog, flops flat, digs down deep, etc.</i> While some carry on over two lines, point out that all the poem's sentences begin with capital letters and end with full stops, as we would expect. Read and enjoy The Worm by Ralph Bergengren Compare the poem to Dog: both are made up of rhyming couplets. Which poem of the two do children prefer? Why is that? Once again, highlight the initial capital letters and full stops used for the sentences that make up the poem. Point out that the 'I' that begins the second line in the fourth verse is also capitalised: why is that? Reinforce that the personal pronoun 'I' is always capitalised.</p> <p>EYFS - Alliteration games</p> <p>Yr 1 - Children read the punctuation and capitals-free version of The Worm, select their favourite verse</p> | |
|---|--|--|

English 2023 - 2024 Term 1 - Australia

| | | |
|--|--|--|
| <p>from the poem? Do you think the sheep <i>really</i> don't like the boy? Why do you think that?</p> <p>EYFS - Poetry/rhyme books in provision Yr 1 - Children listen to Last Night I Saw a Hedgehog, joining in where they can. They read, discuss and answer each of the Questions about the poem, recording their answer to the last of the questions as a punctuated sentence. Scaffold Children have written answers scribed for them, re-reading sentences to confirm accuracy. Yr 2 - Children shared-read Squirrel in Winter before discussing and answering the Questions about the poem. They write their answers to the last two questions out as punctuated sentences. Stretch Read Last Night I Saw a Hedgehog and compare it with Squirrel in Winter. Which animal has had the hardest day? Write sentences to explain why you think that</p> <p>Plenary - Read both Last Night I Saw a Hedgehog and Squirrel in Winter. Which do children prefer? Why is that?</p> <p>To recite a poem EYFS - C&L - Learn some rhymes, songs and poems Yr 1 - Spoken Language Participate in discussions, presentations, performances, role-play and improvisations; Select and use appropriate registers for effective communication. Comprehension Recognising and joining in with predictable phrases; Learning to</p> | <p>and write it out. They add capital letters (including the first person <i>I</i>) and full stops. They repeat for their next best verse. Scaffold Children copy and punctuate just one favourite verse.</p> <p>Yr 2 - Children look at the Foods to Make a Mum Squirm. They write punctuated sentences using capital letters and full stops to say what they pretend to eat, what it really is, and what their Mum does: <i>I pretend to scoff some wriggly worms. It's only slippery spaghetti. Mum goes white in the face and starts screaming.</i> Stretch Children repeat for other foods on their chart: Mum has a different response each time.</p> <p>Plenary: Let Y1 share their favourite wormy sentences, checking capitals, full stops and the letter <i>I</i>. Read and correct The Worm's final two lines as a whole class. Ask Y2s to share their writing about squirm-inducing food. Finish by reading Big Fat Budgie by Michaela Morgan (<i>resources</i>). Confirm the correct use of capitals and full stops in the poem, including the personal pronoun <i>I</i>.</p> <p>To recognise and use question and exclamation marks EYFS - (Separate name writing session) Yr 1 - Grammar Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Composition Sequencing sentences to form short narratives. Yr 2 - Composition Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. Grammar Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks and question marks Read the anonymous poem What Do You Suppose? Who would feel happy if a bee landed on their nose? Who'd feel a bit scared!? Identify the capital letters used to begin each sentence and to indicate the personal pronoun, <i>I</i>. Draw attention to the three full</p> | |
|--|--|--|

English 2023 - 2024 Term 1 - Australia

appreciate rhymes and poems, and to recite some by heart

Yr 2 - Spoken Language Participate in discussions, presentations, performances, role-play and improvisations; Select and use appropriate registers for effective communication.

Comprehension Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

Display and read **Army Ants**. Re-read the poem, encouraging children to join in with the chorus, *Here comes the army...Get children to suggest actions or sound effects that could be added to their rendition of the chorus to make it even more impressive - marching on the spot with arms swinging, clapping hands in time with the words, Tramp! Tramp! Tramp!, etc. Give plenty of time to try out and perfect children's ideas.*

Keep re-singing the chorus until children know most of the words by heart. Explain that, today, the class is going to perform all of **Army Ants**, with small groups learning one verse each and with everyone joining in on the chorus.

Revisit key skills for learning and reciting poetry:

- Keep re-saying your lines until you begin to know them off by heart.
- If you forget some words, don't worry -

stops that end sentences in the poem. Ask children what other punctuation marks have been used - question marks and an exclamation mark. Discuss why each of these marks has been used - to indicate questions, to show that a sentence has been said forcefully or a bit more loudly. Practice forming each mark correctly. Begin to read **Hippo's Birthday** by E V Rieu, but pause to take children's predictions: what might the hippo's present be? Finish the poem and get children's responses to what the hippo received and how he felt about it. Highlight the poem's question mark and exclamation marks, reiterating why each has been used.

EYFS - name writing practise

Yr 1 - Children shared-read the **Bee and Hippo** sentences. They decide whether each needs an exclamation mark or a question mark and add these neatly to the printed lines. **Stretch** children write an 'animal present' question, e.g. *What present does lion get?* They write a reply sentence using an exclamation mark: *Lion gets a sunhat!*

Yr 2 - Children read the text on **Hippo and Bee's Party**, where much of the sentence-end punctuation is missing - full stops, question marks and exclamation marks. Children discuss the punctuation needed for each sentence and add this to the text, re-reading to confirm their amendments. **Stretch** Children do as Y1 above and write a series of 'animal present' questions and exclamatory replies, e.g. *What present does lion get? Lion gets a sunhat! What does snake get? etc.*

Plenary: Display and read **Who's There?** by Judith Nicholls (*resources*). Note the question marks and exclamation marks in the poem. Shared write further exclamatory sentences and questions for the spider: *Knock, knock! What's going on? etc.*

English 2023 - 2024 Term 1 - Australia

just join back in when you reach the part you know.

- Listen to your friends performing the lines and copy what they say and do.
- Use a big, clear 'presentation' voice, but don't speak too fast.
- Try to look at the audience when you are speaking, not at the floor or your friends.

- All children - In their groups, children read and begin to learn off by heart one of the verses from **Army Ants**. They focus above all on learning and reciting the words of their verse but also try to develop actions and/or sound effects to use when performing their section of the poem.

Scaffold Consider asking some children to sing just the chorus or to work in a group that learns the poem's slightly easier final verse

Plenary:

Bring the class together and rehearse their performance of **Army Ants**.

When ready, perform the poem to an audience. Record the performance. Play back and ask children to comment on how it felt to recite the poem

English 2023 - 2024 Term 1 - Australia

To write a rhyming poem

EYFS- (Separate session - working on recognising and writing names)

Yr 1 - **Composition** Saying out loud what they are going to write about;

Composing a sentence orally before writing it; Read aloud their writing clearly enough to be heard by their peers and the teacher.

Yr 2 - **Composition** Writing poetry;

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

Read **The Owl** and discuss the poem's rhyme, rhythm and patterning. Re-read the poem, this time with children joining in on the hooting *Who? Who?*

Who? line. Discuss ideas for other questions that the owl might ask: *Who will... help me find my tree, wait for me in the barn, watch me cross the sky, see me glide past the moon?* etc. Select one of these ideas (e.g. *Who will help me find my tree?*) and write it out neatly, followed by the line children have been chanting - *Who? Who? Who?*

Model creating a rhyming sentence to accompany your opening line - *Who will invite me round for tea?*, followed once again by *Who? Who? Who?* Get

children to confirm that you have used words that rhyme to finish your lines.

Yes - both end with the final sound -*ee*.

Continue your poem with a second verse, partly imitating that in the original:

Perhaps a mouse, perhaps a frog?

English 2023 - 2024 Term 1 - Australia

| <p><i>Perhaps a furry, yellow dog?</i> <i>Who? Who? You!</i></p> <p>EYFS - name writing/building</p> <p>Yr 1 - Children read Owl's Questions and copy out the one they like best. They write the refrain <i>Who? Who? Who?</i> below this, then compose a closing question that rhymes with their opening line. Scaffold Children complete their poem on the scaffolded page, The Owl.</p> <p>Yr 2 - Children do as Y1 above, either using one of Owl's Questions to begin their poem or composing their own opening question. Children also write a rhyming second verse for their poem, as in the whole class teaching: <i>Perhaps a...? Perhaps a...? Stretch</i> Children write a third verse for their poem by reprising the first verse's structure but with new questions. They end with the line <i>Who? Who? You!</i>, as in The Owl.</p> <p>Plenary: Give children time to read aloud their completed poems. Ask listeners to identify one thing they really like in each of the poems they hear. What rhyming words did people notice being used?</p> | | |
|--|--|---|
| Overview of Learning Journey - Recounts/Diaries | | |
| Stimulate & Generate | Capture, Sift & Sort | Create, Refine, Evaluate |
| <p>To listen to a story. To recognise and use speech</p> <p>EYFS - PSE - think about the perspective and feelings of others</p> <p>Yr 1 - Spoken Language: Participate in discussions, presentations, performances, role-play, improvisations and debates. Composition: Write sentences by composing a sentence orally before writing it; Read aloud</p> | <p>To identify verbs. To write verbs in the past tense.</p> <p>EYFS - UW - Understand the effect of changing seasons on the natural world around them. Recognise some environments that are different to the one in which they live.</p> <p>Yr 1 - Word Reading: Apply phonic knowledge and skills as the route to decode words. Composition: Compose a sentence orally before writing it.</p> <p>Yr 2 - Word Reading: Continue to apply phonic</p> | <p>To listen to a story. To make predictions.</p> <p>EYFS - C&L - Listen to and talk about stories to build familiarity and understanding</p> <p>Yr 1 - Spoken Language: Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Comprehension: Predict what might happen on the basis of what has been read so far. Composition: Compose a sentence orally before writing it.</p> <p>Yr 2 - Spoken Language: Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Comprehension: Predict what might happen on the basis of what has been read so far. Composition: Encapsulate what you want to say, sentence by sentence. Read and enjoy Waiting for Goliath by Antje Damm, or listen to the reading of the story at https://www.youtube.com/watch?v=fQ75oUwm8O4.</p> |

English 2023 - 2024 Term 1 - Australia

your writing clearly enough to be heard by your peers and the teacher.

Yr 2 - Spoken Language: Participate in discussions, presentations, performances, role-play, improvisations and debates.

Composition: Plan or say out loud what you are going to write about; Encapsulate what you want to say, sentence by sentence; Read aloud what you have written with appropriate intonation to make the meaning clear. Display and shared-read **Wombats** telling children that they are now going to listen to a story all about a wombat and the family who live near him. Read and enjoy **Diary of a Wombat** by Jackie French and Bruce Whatley. Ask children to recall and describe the troublesome things that the wombat does in the story. Which of these do children think was the worst? Why do they think that? Does the wombat think he has done anything wrong? No! Look at the family in the book - Mum, Dad, son, daughter: what do the family members feel about the wombat's antics? Help children articulate how frustrated the family are: their lives are turned upside down by the wombat! With a volunteer's help, model role-playing a short conversation between two family members about the wombat and what should be done about him.

Send EYFS & Y1s off to begin work.

Show Y2 children how to use a playscript-style writing frame to capture a conversation, recording speakers' names on the left and what they say on the right.

EYFS - Children talk about all the

knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. **Grammar:** Learn how to use the present and past tenses correctly and consistently. Introduce children to **Swallows** and their amazing migratory journeys. We are about to read a recount of a swallow's journey.

Watch and enjoy **The Swallow's Journey**

<https://www.youtube.com/watch?v=ZR5NXfMkArk&t>.

Discuss how this is, like *Wombat's Diary*, an invented story. *Swallows can't really talk - and nor do they make mistakes in real life, and fly the wrong way! They are way too clever for that.* Shared-read the first three **Sentences from Swallow's Journey** urging children to use their phonics and other reading skills to make sense of the lines. Ask children to identify the doing or action words (the verbs) in these first sentences. *Send EYFS off to begin their activities.* Explain that these verbs are in what is called the past tense. That is because these events happened in the past. Swallow is remembering them rather than doing them right now, in the present.

Model selecting one of the verbs identified by children (e.g. *started*) and using it in a full, correctly punctuated sentence of your own: *Swallow started to fly very fast.* *Send Y1s off to begin their work.* Show Y2s the present tense sentences on **Swallow's Adventures**. Teach children the difference between the present and the past tenses. Model converting the first sentence from the present into the past tense. EYFS- Sort the animals from the *Swallows Adventure*, children explain how they have sorted them - e.g African animals/Polar Animals, birds/not birds, 2 legs/4legs etc. Ask children to think if they can sort them in more than one way.

Yr 1 - Children continue to shared-read the **Sentences from Swallow's Journey**. Together, they agree which is the 'doing' or action word in each sentence and highlight it. They choose one of the verbs they have highlighted and write it in a sentence

Stop at the page where Bear 'hears a faint noise like a hand sliding slowly across paper.' Discuss with children what animal or creature they think Goliath is going to be. Look at the clues given in the story - that Goliath is someone Bear likes, that they are very strong, are clever, are well behaved... and smell nice! They also make this 'faint noise' when they move along.

Explain that in the Bible, **Goliath** (*see resources*) was a famous warrior who was extremely big and strong. If Bear's animal friend has got the same name, does that give us another clue about what they might be like? Note also that it is taking Goliath a *long* time to reach Bear. Do children think that means Goliath is a very slow animal? Or has he had problems finding and reaching Bear?

EYFS - Children draw or paint the animal or creature they think Goliath will be. As they draw, they use language to describe what their creature will look like.

Yr 1 - Children draw the animal or creature they think Goliath will be. As they draw, they use language to describe what their creature will look like. Beneath their picture they write a punctuated sentence describing their prediction: *I think Goliath will be a big elephant.*

Extension: Add labels to your drawing (e.g. if an elephant, you could add words like *tusks, big ears, tail, long trunk* etc.)

Yr 2 - Children share ideas for two different animals or creatures that they think Goliath might turn out to be. On **My Predictions**, they name their predictions and write sentences describing them. They also explain why they think Goliath could be these animals: *I think Goliath could be a huge, grey elephant. Elephants are clever and strong like Bear says Goliath is.*

Plenary: Listen to children's predictions. Read or listen to the last part of the book. What reactions do children have? Did anyone think Goliath would turn out to be a... snail?!

To read and discuss a diary. To write a diary entry, using the features of diaries.

EYFS - **C&L** - Retell a story

Yr 1 - **Word Reading:** Apply phonic knowledge and skills as the route to decode words. **Comprehension:** Check that the text makes sense to you as you read and correct inaccurate reading. **Composition:** Compose a sentence orally before writing it.

Yr 2 - **Word Reading:** Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. **Comprehension:** Check that the text makes sense to you as you read; Answer and ask questions. **Composition:** Write narratives about personal experiences and those of others (real and fictional).

Re-read or listen to **Waiting for Goliath**. Tell children that Bear kept a diary while he was waiting for his friend Goliath. Ask children to remind you what diaries are like. Re-read pages from **Diary of a Wombat** to refresh children's memories regarding diary layout and text features. They have a 'day by day' structure with the days of the week in the right order. They are written by a character or person, so they have sentences containing the words *I, me* and *my* in them to show that the person is speaking to us. They talk about things that have happened a while ago, in the past. The action or doing words (the verbs) describe things that have already happened.

Shared-read the entry for Monday on **Bear's Diary**. Confirm with children that the entry displays the

English 2023 - 2024 Term 1 - Australia

Wombat Whoopsie moments and choose one. They role-play a conversation between two members of the family as to what the wombat has done and what the family are going to do about it.

Yr 1 - Children talk about all the **Wombat Whoopsie** moments and choose one. They role-play a conversation between two members of the family as to what the wombat has done and what the family are going to do about it. On **Talking about Wombat**, children record one thing that each person in the conversation says. **Stretch:** Draw pictures of the family members below the speech bubbles. As you draw, talk about how the people feel whenever the wombat does something naughty.

Yr 2 - Children talk about all the **Wombat Whoopsie** moments and choose one. They role-play a conversation between two members of the family as to what the wombat has done and what the family are going to do about it. Give names to their family members (e.g. Mum, Dad, Ben, Samira, etc.) and use the **Conversation about Wombat** page to write their role-play out, playscript-style. **Stretch:** Draw pictures of the family members on your page. As you draw, talk about how the people feel each time the wombat does something naughty.

Plenary: Ask children to share the role-plays they developed and to present their written work. Who sounded the most upset with the wombat?!

of their own. They repeat for as many of the other verbs as they can.

Yr 2 - Children continue to shared-read the present tense sentences on **Swallow's Adventures**. They identify and highlight the present tense verbs. They then rewrite five of the sentences in the past tense, making sure that they have converted the verbs correctly. **Extension:** Think of as many past tense bird movement verbs as you can - flew, swooped, flapped, soared, dived, raced etc. Write sentences of your own containing these verbs.

Plenary: Re-show **Sentences from Swallow's Journey**. Ask pairs of Year 1 children to identify the verbs they found in the sentences. *What sentences of your own did you make with the verbs? Get Year 2 children to share their converted sentences from **Swallow's Adventures** as well as the bird movement verbs and sentences they wrote.*

To write correctly punctuated narrative sentences.

EYFS - **L** - Write some letters accurately.

Yr 1 - **Composition:** Compose a sentence orally before writing it; Sequence sentences to form short narratives. **Punctuation:** Leave spaces between words; Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

Yr 2 - **Grammar:** Learn how to use the present and past tenses correctly and consistently. **Composition:** Write narratives about personal experiences and those of others (real and fictional).

Re-watch **The Swallow's Journey**. Discuss all the different places that Swallow visits in the story and the creatures that she meets along the way. Remind children that Swallow flies all the way from the bottom to the top of Africa to get to England. What other African animals do children know? Share the set of **African Animals**. Pick one, e.g. a rhinoceros. Model writing a full, punctuated sentence about the animal in the past tense: *The rhinoceros charged into the trees.* Ask children in Year 1 to

same key features as **Diary of a Wombat**.

EYFS - Children retell the story from the bear's point of view

Yr 1 - Children shared-read the shorter version of **Bear's Diary**. They read and respond to each of the **Diary Discussion Points**. They imagine they are Bear and share ideas for what happened to Bear on Thursday, when Goliath arrived. Children write Bear's diary entry as a punctuated sentence: *Thursday: My friend Goliath arrived and we went on the swings.* **Extension:** Add a picture to your diary entry. Describe to a friend what is happening in your picture.

Yr 2 - Children do as above but they read and discuss the longer version of **Bear's Diary**. They write several sentences for Bear's Friday diary entry, when Goliath arrived.

Plenary: Hear children's diaries for Bear, beginning with Thursday and then hearing entries for Friday. Praise successful use of diary layout and language features - the day of the week heading, description of events in the past tense, use of a first-person voice.

To create a story map as a plan for diaries

EYFS - **C&L** - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. **UW** - Draw information from a simple map.

Yr 1 - **Spoken Language:** Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. **Comprehension:** Predict what might happen on the basis of what has been read so far.

Yr 2 - **Spoken Language:** Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. **Comprehension:** Predict what might happen on the basis of what has been read so far

Explain to children that they are going to be writing the diary that Goliath kept while he was on his journey to meet Bear. We will start by making a story map to show Goliath's journey. Look back at the story maps children created for Scratch in **The Cat's Journey**, briefly reviewing the different things that Scratch got up to while he was searching for Annie. Ask children to begin thinking about what Goliath might have done while he was on his way to meet Bear. Help children to use their collective knowledge and understanding of snails to think of things that Goliath could have done and that could have happened to him. What could he have eaten? Explain that snails eat lots of different things, including berries, vegetables and leaves. Who might he have hidden from? Discuss predators which snails try to avoid, e.g. hedgehogs, blackbirds and thrushes, mice and beetles, etc. What amazing things can snails do? Crawl up walls or trees, squeeze through a pipe, cling on to something upside down. Maybe Goliath met another friend? A fellow snail or a slug? A bee or an earwig? Model using these ideas and others to create a simple story map showing what happened to Goliath on his journey.

EYFS - Children draw a story map showing Goliath's adventures.

Yr 1 - Children continue to share ideas for Goliath's adventures on his way to find Bear. They use their ideas to create an arrowed story map showing Goliath's journey, including at least two different things or events on their map. They add captions and labels to their images.

Use the story map you have made to tell the story of Goliath's journey out loud to a friend.

Yr 2 - Children do as Year 1 above but draw three or more events on their map. They also discuss how they think Goliath felt at different points on his journey. Scared of being eaten? Pleased to have found

English 2023 - 2024 Term 1 - Australia

To recognise the features of a diary
EYFS - **C&L** - Listen to and talk about stories to build familiarity and understanding.

Yr 1 - **Composition**: Compose a sentence orally before writing; Sequence sentences to form short narratives.

Transcription: Leave spaces between words. **SPaG**: Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

Yr 2 - **Composition**: Write narratives about personal experiences and those of others (real and fictional);

Encapsulate what you want to say, sentence by sentence. **Transcription**:

Use spacing between words that reflects the size of the letters. **SPaG**: Use both familiar and new punctuation correctly..., including full stops

Re-read **Diary of a Wombat**. Why is the book called the diary of a wombat?

Send EYFS children to complete

activities. Ask children to share anything they know about diaries and diary writing. Using pages from **Diary of a Wombat** to illustrate your points, discuss common features of diaries.

They are written by a person, or in this case an animal, who is remembering things they have done (*I saw, I went, etc.*). They use the days of the week to record when things happened. Explain the children's writing project for the next two days - to write the diary not of a wombat but of a troublesome

British animal! Share the pictures of **Mischievous British Animals and Birds** and, with children's help, talk a little about the sorts of problems and troubles that each often causes. *Have*

identify the doing or action word in the sentence.

Send EYFS/Year 1 children off to begin their work.

Get children in Year 2 to say whether the sentence is in the past or the present tense (*charged* - past tense: the rhino did its charging a while ago, in the past). Ask all children to talk with a partner and compose something that the rhinoceros could say, starting with the personal pronoun, *I*. Take suggestions and model writing a present tense speech sentence for the rhino: *I charge through the trees*. Confirm that the action or doing word in the sentence is *charge* and that the sentence is in the present tense.

EYFS - Children draw some of the animals swallow met - try labelling with initial sound

Yr 1 - Children discuss the **African Animals**, pick one they like and draw it and Swallow together. As they draw, they explain what happened when the two animals met. They write one or two neatly spaced and punctuated 'story language' sentences to go with their picture: *Swallow met a hippo and played football with him. Then they ate sandwiches by the river.*

Yr 2 - Children choose an African animal as Year 1 and make a booklet from a folded A4 sheet. Inside their booklet they write several past tense story sentences explaining what happened when Swallow met the new African animal. *Swallow landed near a lion, which was eating a dead pig. Swallow thought the lion looked quite scary.* On the back page of their booklet children add a heading, *All about Me*, and write two or more present tense sentences by their animal. *I live in Africa. I have a brown-orange mane...*

Extension: Draw your African animal with Swallow on the front cover of your booklet.

Plenary: Get children to share their finished work. Watch the animation of swallows going all the way back to South Africa at

<https://www.youtube.com/watch?v=KcQQQf0bL6w>

To spell days of the week, To use capital letters

food/a friend? Excited to be on an adventure? They record these ideas as captions on their page.

Plenary:

Look at children's completed story maps and enjoy their ideas for what Goliath got up to. Let Y2s explain how Goliath felt about different things on their journey maps.

To draft a series of diary entries

EYFS - separate name writing session

Yr 1 - **Composition**: Say out loud what you are going to write about; Compose a sentence orally before writing it; Sequence sentences to form short narratives

Yr 2 - **Composition**: Write narratives about personal experiences and those of others (real and fictional); Plan or say out loud what you are going to write about; Write down ideas and/or key words, including new vocabulary; Encapsulate what you want to say, sentence by sentence.

Revisit the teacher-version **Goliath's Story Map**. Model using this to help you write a draft version of Goliath's diary. Show children how each 'moment' or incident on the map becomes a new day in snail's diary: *On Monday I ate an apple core. On Tuesday I...* Share the **Days of the Weeks** cards and ask children to check that you have spelt Monday correctly, starting the day with a capital letter. Confirm that you have made your sentence by Goliath (*I ate...*) and from his point of view. Confirm also that your sentence uses 'recount language' and details something that has already happened, in the past. Demonstrate how you happily add new words and ideas to your sentences as you are drafting: *On Monday I ate a big, sweet apple core with one mighty munch. Add a line showing how Goliath felt: *I felt happy and full afterwards.**

EYFS - name writing activities

Yr 1 - Children look back at their story maps. They use their maps to help write a 'messy', draft version of their Goliath diary. They make each incident or event on their maps a new day of the week. They read their draft diary back to themselves to see if there are things that need changing or that can be improved upon.

Yr 2 - Children do as Y1 above but write two or more sentences about each incident. They include sentences in which Goliath describes how he felt.

Plenary: Share children's draft diaries. Praise diaries that have maintained a first-person narrative voice and use of the past tense. Celebrate exciting vocabulary choices and descriptions of feelings.

To redraft and improve a diary entry. To read work aloud.

EYFS - name writing session

Yr 1 - **Grammar**: Leave spaces between words; Begin to punctuate sentences using a capital letter and a full stop; Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.

Composition: Re-read what you have written to check that it makes sense; Read aloud your writing clearly enough to be heard by your peers and the teacher

Yr 2 - **Handwriting**: Use spacing between words that reflects the size of the letters. **Composition**: Re-read to check that your writing makes sense; Read aloud what you have written with appropriate intonation to make the meaning clear. **Grammar**: Learn how to use both familiar and new punctuation

English 2023 - 2024 Term 1 - Australia

| | | |
|--|--|--|
| <p>children had seagulls try to snatch a sandwich? Has anyone seen a squirrel in a garden stealing bird food? Does anyone know of someone who has complained of mice in a church or hall? Or rats? Select an animal (e.g. a squirrel). Model composing a diary entry written by the squirrel in which s/he describes something naughty they have been up to: <i>Monday. Today I chewed open a big bird feeder and ate all the nuts. They were very tasty.</i> Have fun developing a contrast with what <u>people</u> feel about the squirrel's actions. <i>Some children came along and shouted at me to stop. How rude!</i> Stress careful placing of spaces between words and accurate sentence punctuation.</p> <p>EYFS - children sequence pictures to retell the naughty things the wombat did in the correct order</p> <p>Yr 1 - Children discuss the creatures on Mischievous British Animals and Birds. They pick <u>one</u> to write a diary for. They brainstorm ideas for bad things their troublesome animal could do or get up to. Using a mini book, they orally compose and then write sentences for their animal's diary entry for Monday. They space words appropriately and use accurate sentence punctuation.</p> <p>Extension: Write the front cover (<i>Diary of a</i>) and by-line for your mini book. Add illustrations.</p> <p>Yr 2 - Children do as Year 1 but give more details of their animal's actions in their writing. They also write sentences describing the reaction of people to</p> | <p>correctly</p> <p>EYFS - M - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Yr 1 - Transcription: Spell the days of the week. Grammar: Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark; Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Yr 2 - Transcription: Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. Grammar: Learn how to use both familiar and new punctuation correctly, including full stops, capital letters...</p> <p>Composition: Proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>Re-read Diary of a Wombat by Jackie French and Bruce Whatley. Read the modified entry for Sunday. Ask children how many capital letters they can find. <i>Seven.</i> Help children to explain why each one has been used - for the name of the day of the week; at the start of sentences; when the wombat speaks to us and uses the personal pronoun, I. <i>Which day of the week comes after Sunday, when the week begins all over again? Monday.</i> Read the modified entry for Monday. What errors in capital letters can you see? Help me to correct each one. <i>Send EYFS & Year 2s off to start their work.</i></p> <p>Using the Days of the Week cards (<i>see resources</i>), help Year 1s to read and say out loud the correctly sequenced days of the week. Children use mini whiteboards and pens to practise spelling each day accurately. Emphasise the need to begin each day with a capital letter.</p> <p>EYFS - Children use their sequenced pictures from previous session - model using a range of time words, children use time words including days of the week to retell the story.</p> <p>Yr 1 - Children take one day of the week they like and</p> | <p>correctly, including full stops [and] capital letters.</p> <p>Read aloud the draft teacher-version diary completed yesterday. Model starting to write out a best copy version of Monday's entry inside a large concertina book, showing how you still make changes to your writing that will enhance your sentences and improve your work. Emphasise the care you take to use your best handwriting and to space your words carefully. Stress the importance of using accurate sentence punctuation. Ask children to check that you have used capital letters in all the places you should have. In particular, get children to confirm that you have used a capital for the personal pronoun 'I'. Continue with Tuesday's diary entry, showing how you use a new page in the concertina book for this second day. Model reading aloud both your completed days, stressing how you speak clearly and loudly so that everyone in the class can hear what you say.</p> <p>EYFS - name writing sessions</p> <p>Yr 1 - Children re-read their draft diaries and write out best copy versions on the pages of a concertina book. They aim to write three days' entries. They space words carefully and punctuate their sentences correctly. They use capital letters for 'I' and for the names of days of the week. They rehearse reading their completed diaries aloud. Extension: Add illustrations to your diary and give it a title (<i>Goliath's Journey; Diary of a Snail</i>, etc.) on the front cover.</p> <p>Yr 2 - Children do as Y1 above but aim to write entries for four or five days in their diaries.</p> <p>Plenary: Let children read aloud their finished diaries. Pull together some of the best, most exciting and most dramatic moments from across the class that Goliath experienced on his journey.</p> |
|--|--|--|

English 2023 - 2024 Term 1 - Australia

their animal's behaviour.

Extension: Write the front cover (*Diary of a ...*) and by-line for your mini book. Add illustrations.

Plenary: Enjoy listening to children's animal diary entries. Which animals have been chosen? What naughty, troublesome things did each get up to? Whose animal was the naughtiest of all?!

To use features of a diary in own writing

EYFS - **C&L** - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

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

Yr 2 - **Composition:** Write narratives about personal experiences and those of others (real and fictional);

Encapsulate what you want to say, sentence by sentence; Re-read to check that writing makes sense; Proof-read to check for errors in spelling, grammar and punctuation

Review the children's writing project - writing the diary of a troublesome British animal in the style of **Diary of a Wombat**.

Re-read a day or two from **Diary of a Wombat** and talk again about the key features of the diary form - they go in day order; the writer remembers things that they did. **Send EYFS children off to complete activities.**

Previously we wrote a class entry for Squirrel's diary on Monday. Now we will write an entry for... Which

include it in a sentence, e.g. *Saturday is my favourite day because I can play in the garden.* They check that they have spelt their day correctly, including using an initial capital letter. They ensure that they have used any other capital letters in their sentence properly too. **Extension:** If you have time, do the same thing for another day of the week.

Yr 2 - Children cut out and correctly sequence the **Days of the Week** cards. They write short sentences (either made-up or based on their own weekly activities) that incorporate days of the week, e.g. *On Saturday, I went to my Nan's house and ate yummy biscuits. On Sunday we went to the park and climbed a tree.* They re-read sentences to check that they have used capital letters accurately and that they have spelt the days of the week correctly.

Plenary: Display the out-of sequence **Days of the Week**. Re-arrange until correct. Read children **Monday's Child**, explaining any words they don't understand. Does anyone know what day they were born on? See if you can find out!

To read and write sentences by and about characters

EYFS - **C&L** - Describe events in some detail. Engage in story times

Yr 1 - **Grammar:** Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark; Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. **Composition:** Compose a sentence orally before writing it.

Yr 2 - **Composition:** Encapsulate what you want to say, sentence by sentence; Proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. **Grammar:** Learn how to use both familiar and new punctuation correctly, including full stops and capital letters.

Watch the animation of **The Swallow's Journey** at <https://www.youtube.com/watch?v=ZR5NXfMkArk&t> R to the page where Swallow lands at the South Pole (0.50

English 2023 - 2024 Term 1 - Australia

| | | |
|--|--|--|
| <p>day comes next? Tuesday! Model writing Tuesday's entry, describing a further bit of trouble Squirrel causes: <i>Tuesday. I climbed onto the washing line. I ran along it across the garden.</i></p> <p>Make some deliberate errors in terms of omitted or transposed words and ask children to check through what you have written. Stress the importance of re-reading sentences to make sure they make sense. Complete your entry: <i>Mud went all over the clean clothes.</i></p> <p>Continue with Wednesday's diary entry, this time adding a second sentence describing the consequences of the squirrel's actions: <i>Wednesday. I dug up the bulbs in the garden, as I was feeling hungry. Lots of flowers got knocked over and the Mum came out and squirted me with the hose.</i></p> <p>EYFS - use pictures from previous session to retell the story (video)</p> <p>Yr 1 - Children share new ideas and then continue writing diary entries in their mini books. They aim to complete entries for at least Tuesday and Wednesday, for each day orally composing and then writing down a sentence that describes a naughty thing the animal does. They re-read their sentences to check for sense and to correct errors in punctuation.</p> <p>Extension: Continue to add illustrations to your pages.</p> <p>Yr 2 - Children do as Year 1, writing entries for as many days as they can. With each day's entry, children write sentences describing what their animal did as well as sentences describing</p> | <p>the first sentence: <i>Swallow flew thankfully down onto a post.</i> The sentence is <u>about</u> Swallow. It describes what did. Read the next sentences: <i>Whew, I am getting tired. wonder if I am nearly there?</i> These sentences are not <u>about</u> Swallow, they are <u>by</u> him. They contain the personal pronoun which shows that they are coming from Swallow himself.</p> <p>Repeat with the next page, where the penguin appears, and confirm children's ability to say whether sentences are <u>by</u> or <u>about</u> a character. <i>Send EYFS/ Year 1s off to begin the work.</i></p> <p>Share the first two sentences on All About Swallow with 2 children. Model converting the first of the third person sentences into the first person - <i>Swallow said goodbye to Zebra becomes I said goodbye to Zebra.</i> Remind children the need to capitalise the personal pronoun <i>I</i> in their first person sentences. Emphasise that children must use a full stop at the end of each sentence they write.</p> <p>EYFS - Children orally compose a sentence as swallow describing something he has done.</p> <p>Yr 1 - Children read Swallow's Journey and say whether each sentence is <u>by</u> or <u>about</u> Swallow. They draw Swallow then orally compose and write one sentence <u>by</u> the bird in which he recounts something he did on his journey: <i>I met a gorilla.</i> Children record this in a speech bubble above Swallow's head.</p> <p>They check that they have capitalised and punctuated their sentence correctly. Stretch - include days of the week.</p> <p>Yr 2 - Children continue to read the third person sentences on All About Swallow. They rewrite each sentence in the first person, as if it were something spoken <u>by</u> Swallow. They check to see that they have punctuated their sentences correctly and have used capital letters where needed.</p> <p>Plenary: Shared read the sentences on Swallow's African Animal Friends (<i>see resources</i>). Help children to confirm whether each sentence is <u>by</u> or <u>about</u> the animal. Look at the sentences that are <u>by</u> the animals. What capitalisation errors can children spot? Identify these and make corrections.</p> | |
|--|--|--|

English 2023 - 2024 Term 1 - Australia

| | | |
|---|---|--|
| <p>what happened as a consequence.</p> <p>Extension: Continue to add illustrations to your pages. Write a 'blurb' on the back page of your mini book saying what your book is about. <i>This is the diary of a very troublesome...</i></p> <p>Plenary: Celebrate children's diaries. Let those who did so read out the blurbs they wrote for their books. With children's help, compose a final diary entry and a blurb for the class version of Squirrel's Diary.</p> <p>To listen to a story. To make a story map.</p> <p>EYFS - C&L - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. UW - Draw information from a simple map.</p> <p>Yr 1 - Word Reading: Apply phonic knowledge and skills as the route to decode words. Comprehension: Become familiar with key stories [...], retelling them and considering their particular characteristics.</p> <p>Yr 2 - Word Reading: Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Comprehension: Discuss the sequence of events in books and how items of information are related; Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. Read children The Cat's Journey by Ruth Mертtens and Anne Holm Petersen. Discuss children's feelings about the story and characters. How</p> | <p>To write correctly punctuated sentences from a character perspective</p> <p>EYFS - C&L - understand how to listen carefully and why it is important</p> <p>UW - Understand the effect of changing seasons on the natural world around them.</p> <p>Yr 1 - Grammar: Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Composition: Compose a sentence orally before writing it.</p> <p>Yr 2 - Composition: Encapsulate what you want to say, sentence by sentence; Proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. Grammar: Learn how to use both familiar and new punctuation correctly, including full stops and capital letters. Explain to children that some grown ups send short messages to each other on their phones or computers using a service called Twitter - a bit like birds talking and twittering away to one another. Each message is called a 'tweet'.</p> <p>Ask children to imagine that the swallow from The Swallow's Journey wrote tweets to his friends each day on his journey from South Africa to England. Briefly recap what happened to Swallow and who he met as he headed towards England. Using events from the story and/or the children's own ideas, model writing a tweet from the Swallow: <i>On Monday I drank water from a river as I flew along.</i> Confirm that the sentence is <u>by</u> Swallow. We can tell this because it contains the capital <i>I</i>. Referring back to Days of the Week check that <i>Monday</i> in the tweet is spelt correctly and has an initial capital letter. Repeat for a tweet written by the Swallow on another day of the week.</p> <p>EYFS - Migration Madness Game: This game shows children the dangers that migrating birds face on their journey. children should be given a Migration Magic Name Badge and stand at a starting point,</p> | |
|---|---|--|

English 2023 - 2024 Term 1 - Australia

| | | |
|--|--|--|
| <p>do you think Scratch felt when he was left all on his own? How does he feel when he is reunited with Annie at the end? Ask children how the story begins. Annie has a fall and is taken to hospital. Create a simple sketch to show this moment. What happens next in the story? Scratch is fed by the next-door neighbour/ Scratch goes to the hospital to find Annie.</p> <p>Add an arrow and further simple sketches to begin building up a 'map' of the story. Show how you can also add labels and captions to the map to capture useful words or provide extra details that are hard to show in drawings. Emphasise that story maps do not have to be like children's very best art that goes on display and that they don't have to have <u>everything</u> from the story on them. Your maps will all look a bit different, depending on what you pick out from the story. Stress that a story map is there to help us get the really important events of a story in the right order. We can add to them and rub things out as we remember details.</p> <p>EYFS - Children cut and stick images from the story to create a story map</p> <p>Yr 1 - Children shared-read the simpler set of Story Cards 1. They use the cards and their own memories of the story to construct an arrowed story map of Scratch's journey. They add labels and captions to their map. Orally tell the story of The Cat's Journey to a friend in as much detail as you can. Use your map to help you remember</p> | <p>such as a tree. The object represents the UK and should be about fifteen paces from another object, which represents Africa. Explain that each child is a bird who is about to migrate from the UK to Africa for the winter. Taking it in turns, each child should pick one of the Migration Magic Game Cards at random before returning it to the pack. The card should be read out and the instructions followed. When the children reach 'Africa' their migration journey is over. Discuss the dangers that the birds faced during their migration.</p> <p>Yr 1 - Children write a tweet from Swallow on his Twitter account. They write using the personal pronoun <i>I</i> as the message is from Swallow himself. They make sure they have punctuated their sentence correctly. Extension: Write a tweet reply from one of Swallow's friends who is already in England</p> <p>Yr 2 - Children do as Year 1 but write at least two or three tweets from Swallow.</p> <p>Plenary: Share tweets written by the children. Celebrate examples that are correctly capitalised. Finish the Unit by listening to the Radio 4 'tweet of the day' for the swallow at https://www.bbc.co.uk/sounds/play/b038qj1l</p> | |
|--|--|--|

English 2023 - 2024 Term 1 - Australia

what happens in the story.

Yr 2 - Children do as above but use the extended set of **Story Cards 2** to create a map. They then write a short postcard from Annie to a friend, describing what happened and how her cat got back to her. What a surprise it was!

Plenary: Celebrate children's completed story maps. Let Y2 children share their postcards. Discuss what all children think might happen next. What will Scratch and Annie do together?

To revisit a story, To retell a story

EYFS - **C&L** - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. **UW** -

Draw information from a simple map

Yr 1 - **Composition:** Compose a sentence orally before writing it; Sequence sentences to form short narratives; Re-read what you have written to check that it makes sense; Read aloud your writing clearly enough to be heard by your peers and the teacher.

Yr 2 - **Composition:** Write narratives about personal experiences and those of others (real and fictional);

Encapsulate what you want to say, sentence by sentence; Re-read to check that your writing makes sense; Read aloud what they have written with appropriate intonation to make the meaning clear

Re-read **The Cat's Journey**. Discuss what children know Scratch did during the days when he was looking for Annie

English 2023 - 2024 Term 1 - Australia

- walked around the town, ate food from bins, hunted mice, slept under the trees, etc. Keep this list available for children to consult as they write. Ask children to suggest other things Scratch might have done while he was out on his own - played with a ball of wool he found, chased birds, washed his paws in a stream, climbed up a tree, had a miaowing competition with a new cat etc. Add these ideas to the class list. Explain children's writing today - to write a postcard or letter from Scratch to a cat friend, in which he explains what he did whilst looking for Annie. Decide which cat friend Scratch might have written to: Whiskers, Socks, Poshpaws, Mr Tibbles etc. Model orally composing and writing a message from Scratch using the ideas collected as a whole class. *Dear Poshpaws, On Tuesday I chased a small brown mouse down the road. But then it hid in a hole and I could not reach it. Remind children that they must check their sentences for sense before they carry on writing. Continue. On Thursday I climbed the biggest tree in the park. I tried to catch a bird but I got stuck. A fire engine had to come and help me.*

EYFS - Use story maps created previously to retell scratch's adventure orally, record.

Yr 1 - Children share ideas for what Scratch might have done while looking for Annie. Using the **postcard** template, they write a message from Scratch to a cat friend. On the card, Scratch tells his friend about two things that he did

English 2023 - 2024 Term 1 - Australia

or that happened to him while he was out looking for Annie. **Extension:** Write Scratch's friend's name below the stamp on your card. Write the name of the place he lives too. Flip the postcard over and draw/colour a picture to go on it.

Yr 2 - Children do as Year 1 but write a letter from Scratch to his friend. They can either complete the letter-writing frame or use their books. In their letter, children describe three or four things that Scratch did or that happened to him whilst he was looking for Annie. They describe in their writing how Scratch was feeling: *I had a game with some cats who lived in an old building. But I felt sad and lonely without Annie.* **Extension:** Use a real envelope for your letter. Write Scratch's friend's name and address on the front of the envelope. Design a stamp to go on the envelope.

Plenary: Have children read aloud their letters and cards. What things did Scratch mention doing to his friend?