Year 1 Autumn 1:

English		
Key Learning		
Unit	**Stories by the Same Author**	**Non-Chronological Reports**	**Poems on a Theme**
Outcome	▪ Narrative based on model text with innovation of character/s and setting.	▪ Information poster or booklet.	▪ Poem based on a model text. ▪ Oral presentation of a poem.
Possible Duration	▪ 2-3 weeks.	▪ 1-2 weeks.	▪ 1-2 weeks.
Key Learning Reading	▪ Making predictions based on what has been read so far. ▪ Identify and discuss the main events in stories. ▪ Identify and discuss the main characters in stories. ▪ Use patterns and repetition to support oral retelling. ▪ Relate texts to own experiences. ▪ Retell familiar stories in a range of contexts e.g. *small world, role play, storytelling.* ▪ Make basic inferences about what is being said and done.	▪ Recall specific information in texts. ▪ Introduce and discuss key vocabulary. ▪ Activate prior knowledge e.g. *what do you know about this animal?* ▪ Explain clearly their understanding of what is read to them. ▪ Demonstrate understanding of texts by answering questions related to who, what, where, when and why.	▪ Listening to a range of poems at a level beyond at which they can read independently. ▪ Recognise and join in with language patterns and repetition. ▪ Use patterns and repetition to support oral retelling. ▪ Recite rhymes and poems by heart. ▪ Giving opinions and supporting with reasons.
Key Learning Writing	▪ Orally compose every sentence before writing. ▪ Re-read every sentence to check it makes sense. ▪ Punctuate simple sentences with capital letters and full stops. ▪ Use formulaic phrases to open and close texts. ▪ Use familiar plots for structuring the opening, middle and end of their stories.	▪ Write simple sentences that can be read by themselves and others. ▪ Use simple connectives to link ideas e.g. *and.* ▪ Identify and use question marks. ▪ Punctuate simple sentences with capital letters and full stops. ▪ Write information texts with simple text type features.	▪ Orally plan and rehearse ideas. ▪ Write poems with simple structures. ▪ Plurals – adding s to nouns.
Suggested Texts	▪ Lost and Found by Oliver Jeffers. ▪ Up and Down by Oliver Jeffers. ▪ The Perfect Pet by Fiona Roberton. ▪ The Perfect Present by Fiona Roberton.	▪ Range of information texts. ▪ Kidzone website (**http://bit.ly/TWqEvi**). ▪ Penguin information and facts.	▪ Range of poems linked to animals, penguins etc. – Teaching First (**http://bit.ly/1kNp6x5**). – Kidzone website (**http://bit.ly/1pAjFlE**). – *The Animals Went in Two by Two* - traditional poem.

English

Stories by the Same Author – Creative Learning Opportunities and Outcomes	
Creating interest ▪ Show an image, object, film clip or sound clip to promote interest in the text or theme e.g. a cardboard box, mime lifting out an animal or give descriptive clues; children guess the animal. Alternatively, play a selection of animal noises or show a short film extract.	**Learning outcomes** ▪ Children will be able to identify what they can see and hear, and make predictions about the theme or text to be read.
Reading **Reading and responding** ▪ Read the text and use mini question hands to generate who, what, where, when questions. Use talk partners to answer and provide short writing opportunities. ▪ Continue reading the text and use drama techniques to explore characters in more detail. e.g. *hot seating, freeze frames, magic mirror, magic microphone*. Link to a short writing opportunity. ▪ Involve children in discussing what they would do if they were one of the characters. ▪ Use role on the wall approaches to deepen understanding and infer character feelings. ▪ Prepare and write character profiles. **Reading and analysing** ▪ Teach children the story via oral storytelling. Modify the text, if necessary, so it is suitable for learning. ▪ Use story maps, images, props and key vocabulary to support oral re-telling e.g. *in the beginning, after that, a bit later*. ▪ Create a simple whole class checklist of features, e.g. *two characters, setting, events, time connectives*.	**Learning outcomes** ▪ Children will be able discuss and relate to own experiences. ▪ Children will be able to identify the characters, settings and events. ▪ Children will be able to respond in role as a character and infer character feelings. ▪ Children will be able to re-tell a story orally. ▪ Children will be able to understand/know the features of a simple narrative text.
Gathering content ▪ Use a whole class story map and innovate the characters. Provide suggestions for different characters for children to select from, or use their own. Some children may innovate the setting and ending also. ▪ Prepare new story maps in groups or individually with new characters/setting/ending. ▪ Orally rehearse new stories several times to embed the pattern of narrative.	**Learning outcomes** ▪ Children will be able to create own story maps/plans with events in order. ▪ Children will be able to orally re-tell their innovated story.
Writing ▪ Refer to innovated story map. ▪ Use shared writing techniques to model a section at a time with the children. Focus on skills – formulaic phrases, events in order, full stops and capital letters. Children complete their own section of writing, referring to their own story maps. ▪ Continue this pattern over several days until the outcomes are completed. ▪ Use AFL, marking and feedback to adjust shared writing focus daily.	**Learning outcomes** ▪ Children will be able to construct their own short narrative based on a story map. ▪ Children will be able to write using formulaic phrases, events in order, full stops and capital letters.
Outcome ▪ Narrative based on model text with innovation of character/s and setting.	
Presentation ▪ Present narrative to an audience using oral re-telling e.g. perform in assembly, read to peer/s or publish a book to put on display.	

Year 1 Autumn 1:

English

| **Non-Chronological Reports - Creative Learning Opportunities and Outcomes** |

Creating interest	**Learning outcomes**
▪ Show a photograph, film clip or sound clip to promote interest in the theme. Activate prior knowledge - What do you *know* about this animal? KWL grid. Introduce and discuss key vocabulary.	▪ Children will be able to identify the information presented via different media and develop key vocabulary.

| **Reading**
Reading and responding
▪ Use a film clip to provide information. Use stop, start, discuss technique with talk partners to comprehend the information presented.
▪ Write simple facts in sentences to record the information found out so far.
▪ Use a whole class KWL grid to structure simple research.
▪ Generate key questions together to add to KWL grid, modelling the use of question words and question marks. Children generate own key questions and write on sticky notes or sentence strips.
▪ Read a text and use key questions generated to structure responses. Use talk partners/get up and go - to ask and answer questions then record in writing.
▪ Focus on more key questions and demonstrate how to use a non-fiction text to locate answers e.g. *appropriate text, contents page, index.*
▪ Children read differentiated non-fiction texts in groups and pairs with key questions to challenge their ability to find the appropriate information and record in writing.
Reading and analysing
▪ Box-up a non-chronological report, modelling the creation of a planning and writing frame e.g. *heading, two or three sections, picture, caption and fascinating facts box.*
▪ Create a simple whole class checklist of features to include in our non-chronological report e.g. *headings, questions, information, facts, captions and photographs.* | **Learning outcomes**
▪ Children will be able to read and identify key facts.
▪ Children will be able to gather information from a range of sources, asking and answering questions e.g. *film, ICT texts, books and information exchange with others.*
▪ Children will be able to ask and answer questions by finding information in non-fiction texts.

▪ Children will be able to identify a simple structure and features of a non-chronological report. |

Gathering content	**Learning outcomes**
▪ Provide a new focus for research e.g. different types of penguins, or different animals. ▪ Repeat the research process from the reading and responding phase. ▪ Explore a mixture of sound files, film clips, information fact cards and whole class text/s to provide the content. ▪ If appropriate, use a visit or visitor to provide content and information. ▪ Model gathering the information – use prepared photographs to support each aspect. ▪ Children to write key facts on sticky notes; display these. ▪ Model organising key facts on sticky notes into the boxed-up planning frame.	▪ Children will be able to gather simple information from a variety of sources, e.g. film clip, photographs and fact cards. ▪ Children will be able to make suggestions about where information should be placed within a non-chronological structure.

Year 1 Autumn 1:

English
Non-Chronological Reports - Creative Learning Opportunities and Outcomes (contd.)

Writing	**Learning outcomes**
▪ Refer to whole class non-chronological plan with sticky notes. ▪ Use shared writing techniques to model a section at a time with the children. Focus on skills – connectives to link ideas (and), full stops, capital letters and question marks. ▪ Children write sentences to complete their own section based on whole class model. ▪ Continue this pattern over several days. ▪ Use AFL, marking and feedback to adjust shared writing focus daily.	▪ Children will be able to construct their own non-chronological poster or booklet organised in specific sections.

Outcome

▪ Non-chronological/information poster or booklet.

Presentation

▪ Publish a poster or booklet for display and/or to share in class.
▪ Use ICT to publish some or all of the information.
▪ Prepare a spoken presentation to present outcome and record with ICT e.g. *iPAD, flip camera.* Children can evaluate and improve if necessary.

Year 1 Autumn 1:

English
Poems on a Theme - Creative Learning Opportunities and Outcomes

Creating interest ▪ Recite a poem to the children and ask them to listen and spot what the poem is about. Repeat saying the poem and use props/images and text mapping to involve the children in joining in with the poem. Place the items/children hold items as a visual reminder when saying the poem.	**Learning outcomes** ▪ Children will be able to understand what a poem is about and join in with saying a poem.
Reading **Reading and responding** ▪ Model reading a different poem with the children. ▪ Ask the children to state preferences e.g. did they like the poem or not? What did they like about it? Provide scaffolds via small cards to assist in making preferences e.g. *rhymes, makes me laugh, makes me sad, I like these words... Record in writing as a poetry review – marks out of ten etc.* ▪ Provide a selection of poetry books within reading area for children to access independently. **Reading and analysing** ▪ Give out key vocabulary cards with some words taken from the next poem to be used. Children read their card and find a partner who has the same card. ▪ Provide a further poem *e.g. by a poet on screen, film clip.* ▪ Children join with repetitive elements e.g. *The Animals Went in Two by Two and w*hen they hear their word, stand up and join in with the poem – repeat this approach again.	**Learning outcomes** ▪ Children will be able to state preferences. ▪ Children will be able to read poetry using decoding skills. ▪ Children will be able to identify vocabulary used within a poem.
Gathering content ▪ Provide a poetry frame based on the model. Selected words should be omitted to provide opportunities for innovation. e.g. *The _____ went in two by two.* ▪ Select an object/ image of an animal from a box – children repeat back the plural e.g. *zebra- zebras, tiger - tigers).* ▪ Model writing the word – singular and plural. ▪ Children write plurals on cards/sticky notes.	**Learning outcomes** ▪ Children will be able to change singular to plural with nouns – adding 's'.
Writing ▪ Refer to whole class poetry frame and say the first line/s with the blanks e.g. *The _____ went in two by two, hurrah, hurrah.* ▪ Use talk partners to decide which animal went in first. Provide images and props to scaffold. ▪ Use shared writing techniques to model a line with the children. Focus on skills – segmenting for spelling, phonics application, blending for reading, and writing plurals with 's'. ▪ Children create their own poems based on model. Children may need poetry frame scaffolds and word banks to support independent writing.	**Learning outcomes** ▪ Children will be able to create their own poem based on a model, selecting key vocabulary and using plurals with 's'.

Year 1 Autumn 1:

English
Poems on a Theme - Creative Learning Opportunities and Outcomes (contd.)
Outcome ▪ Innovated poem based on a structure.
Presentation ▪ Publish a poem and make a whole class book to place in reading area or in library. ▪ Poetry on a postcard – present your poem on a postcard and send it to family/friend. ▪ Upload poem to school website or *Perform a Poem* website – (**http://bit.ly/1wqplDt**).