Teaching sequence for: Term: Spring 1 Topic: Home Sweet Home Text: The Three Little Pigs

Teaching sequence coverage of English programme of study (National Curriculum 2014)

Spoken Language

Listen and respond appropriately to adults and their peers.

- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, role-play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contribution of others
- Select and use appropriate registers for effective communication.

Composition:

- Select basic ideas and content usually linked to the purpose of a task, e.g. a formulaic opening/ending for a story, a phrase or sentence of information to label a picture, simple commands to give instructions.
- Uses simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary
- **Re-reads what they have written to check that it makes sense**

Text Structure & organisation:

- **Sequences sentences to form short narratives using a** simple opening or closing phrase (often formulaic)
- Has awareness that ideas/events may be put into an appropriate order, e.g. use of simple time related words, numbers, ordering of pictures/captions
- Link ideas and events with connecting vocabulary

Sentence Structures:

- **Writes sentences by** saying aloud what they are going to write about
- **Recognises sentence boundaries in spoken sentences**
- Uses simple words, phrases and clauses in sentence-like structures to communicate meaning
- Writes a simple sentence starting with a noun/proper noun
- Writes a simple sentence with straight forward subject/verb agreement
- Writes a simple sentence starting with a personal pronoun
- Writes reliably formed simple and compound sentences

Additional HIAS Grammar Guidance:

To orally use simple co-ordinating conjunctions (and,but)
Use determiners (the, a , an, my, your, his, her)
Orally devise alliteration…a cool cat…a sneaky snake…
Prepositions (up, down, in, into, out, to, onto, under, inside, outside, above)
Use noun phrases (adjective + noun)
Use a regular simple-past-tense verb in a sentence (He walked into school)
First person (I and we), second person (you) and third person (he,she)
Write a sentence that includes an adjective
Use connectives of sequence (first, second, then)
Simile… as big as an elephant…
Move from generic to specific nouns 'dog' to 'terrier'
Subject-verb agreement with 'to do', 'to be' and 'to have'

Spelling:

- **Spell words containing each of the 40+ phonemes already taught**
- Correctly spells HFW at L7S Phase 5
- Spells common exception words taught in this phase
- Spells days of the week (correctly)
- **Names letters of the alphabet in order**
- Uses letter names to distinguish between alternative spellings of the same sound
- Adds prefixes and suffixes as listed in the English Appendix 1
- Uses the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- Applies simple spelling rules and guidance, as listed in Yr1 Hampshire Spelling Guidance Autumn Term
- Uses –ing –er and –ed, where no change is needed in the spelling of the root word
- Applies simple spelling rules and guidance, as listed in Yr1 Hampshire Spelling Guidance Spring Term
- Can add the prefix un-
- Can add prefixes and suffixes using –er and –est where no change is needed in the spelling of root words
- Applies simple spelling rules and guidance, as listed in Yr1 Hampshire Spelling Guidance Summer Term

Handwriting:

- Sits correctly at a table, holding a pencil comfortably and correctly
- **Begins to form lower-case letters in the correct direction, starting and finishing in the right place**
- Correctly forms capital letters
  Correctly forms digits 0-9
- Understands which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practises these
- Leaves spaces between words

Vocabulary, grammar and punctuation:

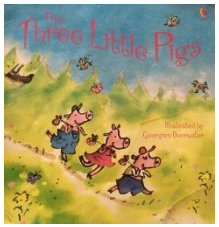
- **Begins to punctuate sentences using a capital letter and a full stop**
- Uses capital letters for names
- Uses capital letters for days of the week
- Uses capital letters for 'I'
- Develops sufficient understanding of the concepts set out in the attached Hampshire Additional Guidance VGP Phase 1
- **Begins to punctuate sentences using an exclamation mark**
- Writes compound sentence using the coordinating conjunction 'and'
- Develops sufficient understanding of the concepts set out in the attached Hampshire Additional Guidance VGP Phase 2
- Develops sufficient understanding of the concepts set out in the attached Hampshire Additional Guidance VGP Phase 3

Year 1
English Learning Journey

Purpose: To entertain
Form: Narrative, Simple re-tell (GD- to re-invent)
Audience: Year R/parents
Viewpoint: narrator

Text Driver/Key Text:

The 3 Little Pigs
Georgien Overwater



Key Writing Statements:

Spell words containing each of the 40+ phonemes already taught
Correctly spells HFW at L7S Phase 5
Uses the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
Begins to form lower-case letters in the correct direction, starting and finishing in the right place
Correctly forms capital letters

Key Spoken Language statements:

Ask relevant questions to extend their understanding and knowledge
Use relevant strategies to build their vocabulary
Participate in discussions, presentations, performances, role-play, improvisations and debates
Gain, maintain and monitor the interest of the listener(s)
Re-reads what they have written to check that it makes sense
Link ideas and events with connecting vocabulary

Overview of Learning Journey (15 sessions)

Stimulate and generate

LI: To make predictions about the story using clues.
Have a crime scene with clues about the story. i.e. fur from the wolf, bricks, sticks and straw, apron have some crime scene tape and evidence cards. Chn to make predictions about what they think the story is going to be about. Chn to describe the objects and teacher to gather descriptive words about the objects, then traffic light the words. Red – not heard before, green known words. (Give the chn some words to extend language.) Add sound buttons to these words. Photo evidence of traffic lights.

LI: To write a speech bubble.
Read first 2 pages. Act out these pages pretending to be the characters. Look at the characters in the story. Think about how they feel? How does mum feel? I think…
Show the children the speech bubbles. Explain what a speech bubble is and what it is used for. Then chn choose a character and stick it in their book with a speech bubble. Can they write what they think the character is going to say?

Capture, sift and sort

LI: To learn story using actions and perform.
WAGOLL-Pie Corbett actions and have a story map chn to follow along the story map as you read. Simple narrative- learn story and actions and perform to each other. Talk about how they can change their voices to make it more interesting for the listener. Show the chn a video of the teacher reading the story with actions (boring) then another video of the teacher reading with expression. Which do they prefer and why? Film the chn and show them are they using expression?

LI: To correctly use s or es in words.
Have pictures of things in book- pig, stick, brick house etc add s when more than one.
Make it into a sum.



brick + brick s = bricks
Then write sentences using these words. ie, The third little pig made his house using bricks.
Everyday children need to proof read their work and check for capital letters, full stops and that it makes sense.

Create, refine, evaluate

LI: To write the 3 little pigs story.

GD- to change story –characters use the story map from the WAGOLL and chn to add changes. TA to support.
All together come up with the SC. Talk about what you want to see and what you have been learning about.
I can write a narrative,

SC	tick	evidence
noun phrases		
and		
es and s.		

Revisit story plan model writing 1st part using SC. Explain that they are only going to be writing up until the line on the story map. After the session teacher to model writing the rest of the 1st part of the story.

2 more sessions for chn to finish their stories.
input- model writing after session teacher to write.

WT- picture book

LI: To use phonics to write how the pig feels and read evidence from the text.
Read up until houses have been built. Role on the wall- outline of a pig. Write how they feel inside the pig and outside of the pig have tiny text (amount of text dependent on ability) Tiny text to be reasons why the pig feels this way. GD- write their own looking through the page and giving reasons behind their choices of feelings. Below- label picture looking at initial sounds. (Working Below- to have read part of the story before lesson) Word mat **sound buttons.**

LI: To write sentences about the wolf. Focus on punctuation.
Re-read until houses being built- gather words to describe the wolf. GD- to collect the words and share with the class. Work at tables with TA to support. Could the rest of the class come up with any other words? Act out the words and make sure the chn all know the meaning of them. As a class make a zone of relevance. Use words to write sentences about the wolf and GD –use and.

LI: Write a prediction about what could happen?
Show the chn the picture of the wolf with the brick house. Make a prediction- practise and rehearse what they are going to say using the talking frames, I think.. It might… It could… Then read the rest of the text.

LI: To sequence pictures from the story.
Re-read the book and then in groups of 4/5 act out a part of the story. Take photos of a still frame and sequence these around the room alongside the original picture from the story and key

LI: To use and to join clauses.
Have the three homes from the story on a different table (A3) Chn to write words to describe the houses on a post it note and stick them onto the picture. Remind the chn about the previous lesson adding s and es. All activity:



Don't have capital letters and full stops chn to add and decide the order. Stick in books.

WB-using the…
GD- Complete all activity and then write their own sentences using and.

LI: To write a simple noun phrase.
Input- show the chn the pictures of houses from yesterday and remind them of the adjectives that they thought off. Can they think of anymore? Then talk about how they can use these adjectives in a noun phrase. Model writing them e.g. stick house, brown house, lumpy stick house, yellow straw house etc. Look at their sentences from yesterday. Can they re-write a sentence adding a noun phrase. Remind about using s and es.

LI: To create a wanted poster.
Re-read the story and place a letter to the class inside the book before the wolf appears. Read the letter to the chn explaining that the wolf has gone missing. Explain that we are going to be detectives and we are going to go to see if we can find any clues. Before lesson have some fur and footprints around the school.
chn to make a wanted poster and describe the wolf- what he looks like and what he is like?

stop chn = pit stop for G focus or ful stops.

model underlining words that they are not sure if they spelt correctly.

LI: To evaluate their stories.
Read their stories to check and respond to making if needed. Then write a bubble of brilliance. What do they like about it? What do they want to do better?

words/phrases. Chn to have the pictures from the book and sequence the pictures in their books. Then a few sentences (not all pictures) to stick next to the correct picture. Chn to work in pairs. GD- leave one out and chn draw and write a sentence. Below have 3 pictures to sequence and then act out with puppets. WT- pictures to sequence and then talk through the pictures with partner.	Last seen…	