

Year 1
Autumn 2



English Unit Planning
Guidance
Fire! Fire!



Year 1 Autumn 2

Fire! Fire!

This half term block, based around a theme of *Fire! Fire!* consists of three English units:

- Stories with repetitive patterns
- Poems on a theme
- Range of non-fiction texts

Cross curricular links

Although the units will stand alone, they can be planned to run alongside a History unit based on The Great Fire of London (an event beyond living memory). The focus for reading could be around a range of non-fiction texts and the outcome could be informed by the theme.

Vocabulary, Grammar and Punctuation

Skills have been specifically identified for each unit from *Key Learning in Writing*. The full set of units include all skills for the year group. However, if these units and/or skills are rearranged from the planned order, modifications to the identified grammar skills may be necessary. When planning, consider if the suggested skills are the most appropriate for the class or if different skills are needed based on assessments of children's outcomes. This may involve the revisiting of skills from previous year groups. Refer to *Key Learning in Writing* for the year group to ensure full coverage over the year.

Overview

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Penguins, Possums and Pigs	Fire! Fire!	Growth and Green Fingers	Family Album	The Great Outdoors	Robots
	Stories by the same author Non-chronological reports Poems on a theme	Repetitive patterned stories Poems on a theme Range of non-fiction texts	Classic stories or story on a theme Instructions Traditional rhymes	Traditional tales Recounts	Stories with familiar settings Non-fiction texts: booklets Traditional rhymes	Stories with fantasy settings Poems to learn by heart Recounts
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Place Where I Live	Fighting Fit	Explorers	The Farm Shop	Wind in the Willows	Buckets and Spades
	Stories with familiar settings Non-chronological reports Poems on a theme	Traditional tales with a twist Instructions	Stories by the same author Non-chronological reports	Stories with familiar settings Persuasion Riddles	Animal adventure stories Recount: letters Classic poems	Story as a theme Explanations Poems on a theme
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	There's No Place Like Home	Healthy Humans	Rock and Roll!	The Iron Man	What the Romans Did For Us	How Does Your Garden Grow?
	Folk Tales Recount: biographies	Fables Poems with a structure Persuasion: letters	Story as a theme Poems on a theme Discussion	Novel as a theme Recount: diaries	Playscripts Non-chronological reports	Classic poetry Mystery / Adventure / Fantasy stories Explanations
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Sparks Might Fly!	The Great Plague	The Art of Food	Passport to Europe	Water, Water Everywhere	Hunted
	Stories with fantasy settings Explanations Film and playscripts	Fairy tales Classic poetry Recount: newspapers	Stories with issues and dilemmas Persuasion	Novel as a theme Non-chronological reports	Stories with a theme Poems with a structure Information booklets	Folk tales Debate Poems on a theme (optional)
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	A Kingdom United	Food, Glorious Food!	Earthlings	Inventors and Inventions	Amazon Adventure	Faster, Higher, Stronger
	Legends Persuasion	Stories with historical settings Film and play scripts Classic narrative poetry	Science fiction stories Information booklets Poems with a structure	Novel as a theme Magazine: information text hybrid	Stories from other cultures Debate	Myths Reports Poems with figurative language
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Survival!	Britten's Got Talent?	Heroes and Villains	Super Sleuth	Oh! I Do Like To Be Beside The Seaside	
	Novel as a theme Biography	Classic fiction Poetry – Songs and Lyrics Persuasion: A Formal Review	Older literature Information text hybrid Poems with imagery	Detective / crime fiction Explanations	Short stories with flashbacks Discussion and debate Classic narrative poetry	Novel as a theme Recount: autobiography Poems on a theme

Guidance for English Unit Planning

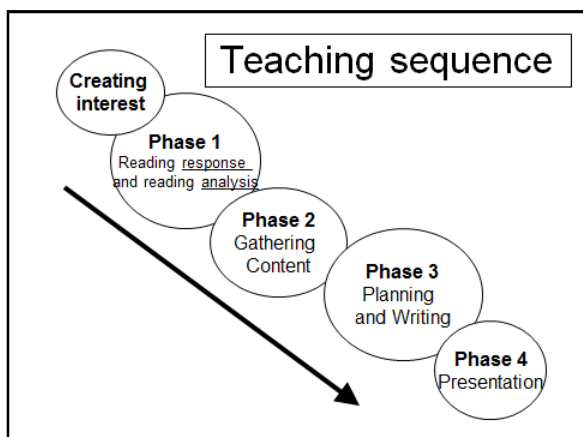
Key Learning

The *Key Learning in Reading* and *Key Learning in Writing* documents reflect complete coverage of the National Curriculum for English and provide the basis for constructing a unit of English. These frequently need breaking down further to form lesson objectives.

The Teaching Sequence

A suggested unit outline follows the teaching sequence:

- Creating Interest
- Reading:
 - Reading and responding
 - Reading and analysing
- Gathering content
- Writing
- Presentation



The amount of time spent in any one phase needs to be tailored to the needs of the class.

Writing Outcomes

Extended Writing Outcomes:

Each unit of work should result in at least two (and possibly three) extended, written outcomes. This allows children several opportunities to practise and apply newly acquired skills in context. Outcomes are identified as follows:

1. Scaffolded outcome

This is completed on a daily basis during the writing phase. It is supported through daily, whole-class, shared and modelled writing. It may be further supported by small-group, guided writing for some pupils. Each section is supported through teaching, with the children working on their own version following the teacher's model. For a narrative unit, this might appear like this:

	Teacher's Role	Children's Role
Day 1	Shared writing/modelling – story opening	Writing their own opening
Day 2	Shared writing/modelling – build up	Writing their own build up
Day 3	Shared writing/modelling – problem	Writing their own problem
Day 4	Shared writing/modelling – resolution	Writing their own resolution
Day 5	Shared writing/modelling – ending	Writing their own ending

The effectiveness of this model is enhanced by:

- feedback and marking on a daily basis and pupils being given time to respond;
- use of ideas and vocabulary gathered during earlier phases displayed on the working wall;
- displaying the shared and modelled writing from across the writing phase.

2. Independent extended writing outcome

This is a second opportunity for the children to write in the same genre or text-type, but this time, more independently. Generally, this would take one (or at most two lessons) and should take place soon after the completion of the unit. The children should have time to think, plan and discuss their ideas and they should also have access to prompts created through the unit, e.g. content from the working wall, genre checklists, word banks, dictionaries etc.

Crucially however, **there should be no adult modelling of writing to support the completion of this second outcome.**

As well as giving children another opportunity to apply their skills, this outcome is very useful to inform assessment and next steps in teaching and learning. Consequently, feedback and marking for this outcome might be less in-depth and feature on completion of the piece only. This provides an ideal opportunity for pupils to make improvements to their independent writing via redrafting and self-editing. The piece can still be used for assessment purposes, provided that the process is not over-scaffolded by the teacher and is the result of the child's own improvement.

3. Cross curricular application

This works best for non-fiction units. It usually takes place some time after the completion of the English unit and in another area of the curriculum. This provides opportunity for children to revisit text types and revise skills. Pupils should be given time to refresh their knowledge and understanding of the text type, looking back at their own writing and prompts created.

Again, this outcome is particularly useful for assessment purposes and children should be given opportunity to edit and improve their own writing.

Publishing Writing

Children invariably write more effectively when they have a real audience and purpose for their writing. Thought should be given to this at the outset and shared with the children. This might involve:

- writing stories to entertain Year 2, then arranging an opportunity for the children to share their stories with them in small groups;
- writing, then redrafting, non-chronological reports to make a class book which is put on display in the school library;
- children reading, rehearsing and performing their own poetry to be recorded and shared on the school website.

Short writing

Of course, all writing must not be left until the writing phase! Writing skills need to be constantly practised and revisited throughout the reading and gathering content phases. Outcomes should be linked to a specific learning objective e.g. *LO: To infer character thoughts and feelings – Outcome: diary.*

Examples of short writing opportunities include:

- diary entries
- character profile
- dialogue exchange
- fact file
- letter to a problem page
- book review

Grammar and Punctuation

An age-appropriate grammar and/or punctuation focus should be selected for each unit, based on the genre or text type from the unit. However, it is important that teachers consider the children's current skills in relation to grammar and adjust this focus if necessary. For example, it is not appropriate to teach main and subordinate clauses to a Year 3 class who are not secure with simple sentence construction.

As well as the acquisition of grammar skills, knowledge and terminology, it is important that children are shown how to apply these appropriately in their own writing.

The process involves:

- Short, sharp grammar warm-ups - a highly effective way of introducing and practising the skills initially;
- The teacher modelling the appropriate application during the writing phase;

- Establishing the expectation that the children will apply the skills appropriately in their own writing;
- The children having opportunity to self and peer assess;
- Teacher feedback and marking which reflects the grammar or punctuation focus.

It is advisable to address one or two objectives for grammar and/or punctuation within a unit; this allows skills to be taught and secured through a 'little and often' approach.

Spelling and Handwriting

Spelling and Handwriting should be taught regularly with content taken from Lancashire *Key Learning in Writing* or directly from National Curriculum 2014.

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English	
Key Learning	
Unit	Stories with Repetitive Patterns
Outcome	<ul style="list-style-type: none"> ▪ Narrative based on model text with innovation of character/s and setting.
Possible Duration	<ul style="list-style-type: none"> ▪ 3-4 weeks.
Key Learning Reading	<ul style="list-style-type: none"> ▪ Make 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. ▪ Make personal reading choices and explain reasons for their choices. ▪ Orally retell familiar stories in a range of contexts, e.g. <i>small world</i>, <i>role play</i>, <i>storytelling</i>. ▪ Recall specific information in fiction texts. ▪ Make basic inferences about what is being said and done.
Key Learning Writing	<ul style="list-style-type: none"> ▪ Use the joining word 'and' to link words and clauses. ▪ Say, and hold in memory whilst writing, simple sentences which make sense. ▪ Orally compose every sentence before writing. ▪ Separate words with spaces. ▪ Re-read every sentence to check it makes sense. ▪ Use punctuation to demarcate simple sentences with capital letters and full stops. ▪ Identify and use question marks. ▪ Use capital letters for names of people. ▪ Use familiar plots for structuring the opening, middle and end of their stories.
Suggested Texts	<ul style="list-style-type: none"> ▪ Zog by Julia Donaldson ▪ The Princess and the Dragon by Audrey Wood ▪ George and the Dragon by Christopher Wormell ▪ Small Knight and George by Ronda Armitage ▪ The Snow Dragon – BBC Learning Zone https://www.youtube.com/watch?v=fQmsLr3q-Nw ▪ Princess and the Dragon – Kids Stories – Learning English Kids British Council YouTube clip https://www.youtube.com/watch?v=oepRTA4s4XM

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English

Creating interest

- Listen to a sound clip of a dragon and ask the children to use talk partners to decide who is speaking. Alternatively, play an animated image of the main character talking and telling the children a bit about him/herself using a tool such as Talking Face (<https://talkingfaces.net/live>) CrazyTalk (<https://www.reallusion.com/event/CT7std/3dartist.aspx>)
- Use a special box containing a picture/puppet of the main character in the story, e.g. *A dragon with a medical kit* (Zog by Julia Donaldson). The character must have a name label attached with a capital letter for the name.
- Use small question hands. Children to ask each other questions about the main character, e.g. *Where does s/he live? What does s/he do? Who are his/her friends?* Teacher to model how to write a quality question with the think it, say it, write it and read it approach. Children to write their own questions about the character.

Reading

Grammar: Warm ups throughout the reading phase - focus on using capital letters for names of characters/people.

Reading and responding

- Read the first part of the story and stop to make a prediction about what happens to the main character. Make a post-it note prediction.
- Following further reading, children draw the main character, writing appropriate words or phrases around him/her (character circle). The teacher models segmentation of unfamiliar words for the children to follow in their own work.
- Model the use of capital letters for character names, highlighting examples in the text. Following modelling, children write a list of the character names, inventing name labels for unnamed characters. Display on working wall for reference.
- Use drama techniques to explore characters in more detail, e.g. *hot seating, freeze frames, magic mirror, magic microphone*. Record responses in writing.
- Use talk partners to discuss what has already happened in the story and read the rest of the text to the children, stopping to blend unfamiliar words. Children to make a prediction as to what they think will happen in the end.
- Provide a selection of images from the texts in a bag/box. The children reveal one by one and sequence with a partner, recalling the information from the text they have shared. Use these images to create a visual story map to support oral retelling.
- Provide opportunities within the reading corner for children to explore similar books, e.g. *same theme or same author*, displaying speaking frames to support with preferences and recommendations.
- Provide opportunities within the writing area to respond to stories read.

Reading and analysing

- Teach children the story via oral storytelling, modifying the text if necessary, so it is suitable for learning.
- Use story maps, images, props and key vocabulary to support oral retelling, 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 words and phrases e.g. first, next, in the beginning, after that, a bit later*

Learning outcomes

- Children will be able to identify the main character in the story.
- Children will be able to orally compose every question before writing it.
- Children will be able to use question marks.

Learning outcomes

- Children will be able to use capital letters for names of characters/people.
- Children will be able to make predictions based on what they have read.
- Children will be able to discuss the main characters.
- Children will be able to discuss the main events.
- Children will recall specific information in fiction texts.
- Children will be able to respond in role as a character and infer character feelings.
- Children will be able to use capital letters for people's names.
- Children will be able to use patterns and repetition to support oral retelling. Children will be able to make personal reading choices and discuss what they have read.

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English

Gathering content

Grammar: Warm ups throughout the gathering content phase - focus on writing sentences with joining word 'and', capital letters and full stops.

- Use a whole class story map and innovate the ending of the story, e.g. *include where they went next and what happened*. Provide suggestions for children to select from. Some may also innovate the main character.
- Children to role play, in small groups or pairs, the new ending to their story. Use props or small world figures to support this.
- Prepare new story maps in groups or individually with new ending and/or characters.
- Use think, say, feel bubbles to add detail to the story map.
- Orally rehearse new stories several times to embed the pattern of narrative.

Learning outcomes

- Children will be able to join sentences with 'and'.
- Children will be able to punctuate sentences with a capital letter and full stops.
- Children will be able to create own story maps/plans with events in order.
- Children will be able to respond in role as a character and infer character feelings.
- Children will be able to orally retell 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 – events in order, joining word 'and', full stops and capital letters, capital letters for names, finger spaces and clear beginning middle and end.
- 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 the shared writing focus daily.

Learning outcomes

- Children will be able to write their own short narrative which includes:
 - Full stops and capital letters.
 - Joining word 'and'
 - Capital letters for names.
 - Features of simple narrative.

Scaffolded Outcome:

- Story based on model text with innovation of ending and/or main character.

Independent extended writing outcome:

Cross curricular application:

Presentation

- Present story to an audience using oral retelling, e.g. perform in assembly, read to peer/s or publish the new endings to put on display.

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English	
Key Learning	
Unit	Poems on a Theme
Outcome	<ul style="list-style-type: none">▪ Poem based on a theme.
Possible Duration	<ul style="list-style-type: none">▪ 1 week
Key Learning Reading	<ul style="list-style-type: none">▪ Listen to a range of poems at a level beyond that at which they can read independently.▪ Make personal reading choices and explain reasons for their choice.▪ Recognise and join in with language patterns and repetition.▪ Read words containing <i>-ed</i> endings.▪ Use patterns and repetition to support oral retelling.▪ Enjoy and recite rhymes and poems by heart.▪ Give opinions and support with reasons.
Key Learning Writing	<ul style="list-style-type: none">▪ Orally plan and rehearse ideas.▪ Separate words with spaces.▪ Write in different forms with simple text type features - <i>poems with simple structures</i>.▪ Read aloud their writing audibly to adults and peers.▪ Use capital letters for names of places.▪ Add suffixes to verbs where no spelling change is needed to the root word, e.g. <i>help – helped, helper, helping</i>.
Suggested Texts	
	<ul style="list-style-type: none">▪ The Great Fire of London – A poem for kids by Paul Perro on the History for Kids website http://www.history-for-kids.com/great-fire-of-london.html▪ Ladybird, Ladybird fly away home – available on the Poetry Foundation website https://www.poetryfoundation.org/poems/46960/ladybird-ladybird▪ London's Burning - https://www.youtube.com/watch?v=zrA6IY4c9io▪ Firework Party https://www.youtube.com/watch?v=mZPaB5BXP7U

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English	
<p>Creating interest</p> <ul style="list-style-type: none">▪ Read a selection of poems with a similar theme, e.g. <i>fire poems</i>.▪ Ask the children to write down a word which they think links all of the poems.▪ Select one of the poems and use props/images to make the poem memorable.▪ Children state their preference using a simple speaking frame, e.g. <i>I like... because....</i> and capture with a short writing opportunity.	<p>Learning outcomes</p> <ul style="list-style-type: none">▪ Children will be able to understand what a poem is about and join in.▪ Children will be able to state preferences with reasons, orally and in writing.
<p>Reading</p> <p>Grammar: Warm ups throughout the reading phase - focus on adding -ed where no spelling change is needed to the root word.</p> <p>Reading and responding</p> <ul style="list-style-type: none">▪ Model reading a poem with a structure, e.g. <i>Firework Party</i>▪ Ask key questions, e.g. <i>Does it rhyme? Does it tell a story? What words/phrases do you like in it?</i>▪ Provide small groups with a verse of the poem to learn and recite. Include actions/props. Perform the poem as a class with each group saying their verse.▪ Model adding -ed e.g. fizz – fizzed; hiss - hissed <p>Reading and analysing</p> <ul style="list-style-type: none">▪ Discuss the meaning of selected words from the poem▪ Identify action words in the poem (verbs), e.g. <i>crackle, zoom, sparkle, bang</i>. Ask children to create actions for each.▪ Provide further vocabulary to extend, e.g. <i>fizz, hiss, boom, crunch</i>	<p>Learning outcomes</p> <ul style="list-style-type: none">▪ Children will be able to add -ed where no spelling change is needed to the root word.▪ Children will be able to recognise and join in with language patterns.▪ Children will be able to read words with -ed endings.▪ Children will be able to orally retell the poem.▪ Children will be able to identify vocabulary used within a poem.

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English

Gathering content

Grammar: Warm ups throughout the gathering content phase – focus on adding suffixes to verbs where no spelling change is needed to the root word using *-ed*.

- Look at images, film clips and relate to personal experiences e.g. *bonfire night, fireworks, campfire, Diwali festival etc.*
- Explore verbs with *-ed* endings. Model reading *-ed*, e.g. *glowed, billowed, sparked, flashed, banged, fizzed, whizzed, burned, cracked, watched, flickered etc.*
- Use image, sound, film and drama techniques to provide a virtual experience.
- Provide opportunities for collaborative drawing on large bed sheets or sheets of paper to collect ideas and vocabulary related to the setting.
- Model the use of a speaking frame, e.g. *the fire cracked; the _____ _____ed*. Children use this model as a speaking frame to orally rehearse using the ideas from collaborative drawing.

Learning outcomes

- Children will be able to add suffixes to verbs where no spelling change is needed to the root word using *-ed*.
- Children will be able to orally plan and rehearse ideas.

Writing

- Use shared writing techniques to model a simple four line poem, e.g.
The fire cracked.
The rocket zoomed.
The sky flashed.
The children squealed.
- Focus on *-ed* endings.
- The children follow this model and write their own verse.

Learning outcomes

- Children will be able to write their own poem based on a model which includes:
 - words ending in the suffix *-ed*.

Scaffolded Outcome:

- Produce a poem based on a theme.

Independent extended writing outcome:

Cross curricular application:

Presentation

- Publish the poem with illustrations for others to read, e.g. *on display*.
- Perform and put onto the school website.

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English	
Key Learning	
Unit	Range of Non-fiction Texts
Outcome	<ul style="list-style-type: none"> An information book.
Possible Duration	<ul style="list-style-type: none"> 2-3 weeks.
Key Learning Reading	<ul style="list-style-type: none"> Introduce and discuss key vocabulary, linking meanings of new words to those already known. Read aloud accurately books that are consistent with their developing phonic knowledge. Read accurately by blending sounds in unfamiliar words. Recall specific information in non-fiction texts. Activate prior knowledge, e.g. <i>What do you know about the Fire of London?</i> Explain clearly their understanding of what is read to them. Listen to what others say. Take turns. Locate parts of the text that give particular information, e.g. <i>titles, contents page and labelled diagram.</i> Demonstrate understanding of texts by answering questions related to who, what, where, when, why and how.
Key Learning Writing	<ul style="list-style-type: none"> Write simple sentences that can be read by themselves and others. Use question marks. Use punctuation to demarcate simple sentences with capital letters and full stops. Use capital letters for names of people and places. Write in different forms with simple text type features – <i>information texts.</i> Discuss their writing with adults and peers. Read aloud their writing audibly to adults and peers.
Suggested Texts	<ul style="list-style-type: none"> Beginning History: The Great Fire of London by Liz Gogerly Museum of London – Great Fire of London Game http://www.fireoflondon.org.uk/game/ Fire Facts websites Fire Safety For Kids – Fire Drill at School –Fire Safety https://www.google.com/search?sxsrf=AB5stBjizE5YWZqBlCh96akiKxVs6kvSg:1689684133704&q=fire+safety+facts+ks1&tbm=vid&sa=X&ved=2ahUK Ewjjq8n0o5iAAxVeSkEAdSEBy4Q0pQJegQICRAB&biw=1366&bih=657&dpr=1#fpstate=ive&vld=cid:1f200cb5,vid:AWHGdWOI4kw The Great Fire of London – A poem for kids by Paul Perro on the History for Kids website http://www.history-for-kids.com/great-fire-of-london.html In addition, a range of information texts not linked directly to the main topic should be used.

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English

Creating interest

- Arrange for the teacher who is in charge of the library to visit the class. They explain that the reason for their visit is that they have been asked to find an information book to include in the school library but they are upset that they can't find one. Ask for the children's help to write one to be published and used in the school's library for others to read.
- Play a clip, such as the one from the Museum of London <https://www.museumoflondon.org.uk/schools/learning-resources/great-fire-london> to engage and refresh knowledge on a particular topic, e.g. *The Great Fire of London*.
- Children to complete the first part of a KWL grid, stating all they already know (K) about the subject, e.g. *The Great Fire of London*.

K- What I know already	W- What I want to find out	L – What I have learned

Learning outcomes

- Children will be able to say what they know about a subject.

Reading

Grammar: Warm ups throughout the reading phase - focus on question marks.

Reading and responding

- Shared read a range of information texts (not related to The Great Fire of London). Before reading discuss what is already known about the content; use talk partners. Pose questions for the children to answer about the information they have read. Model accurate blending of sounds in unfamiliar words.
- Discuss key vocabulary from the books/texts read.
- Discuss what makes a good listener. Play the game of 'pass the fact.' Sit facing a partner. Partner number one talks through facts they have found out through reading. On a signal, partner number two recalls as many of these facts as they can, then swap.
- Provide cards with features of an information text, e.g. *contents page, glossary, sub-heading, captions, images* etc. Place the cards onto the relevant parts of the information book.
- Model creating questions orally and in writing.
- Children write their own questions.
- Read the information books closely matched to phonic knowledge and then respond to questions in writing.
- Use the questions created to quiz others.
- Provide feature cards to place onto books/texts read.

Reading and analysing

- Model 'boxing up' a selected information text and labelling each section, e.g. *title, questions as sub-headings, information boxes, fascinating facts box, picture, caption, glossaries* etc.
- Explain that the children will be writing their own information text using the same or a similar structure provided.

Learning outcomes

- Children will be able to recognise and use questions marks.
- Children will be able to discuss key vocabulary.
- Children will be able to recall specific information in texts.
- Children will be able to activate prior knowledge e.g. *what do you know about the Fire of London?*
- Children will be able to listen to what others say and take turns.
- Children will be able to explain clearly their understanding of what is read to them.
- Children will be able to read aloud books closely matched to their improving phonic knowledge.
- Children will be able to read accurately by blending sounds in unfamiliar words.
- Children will be able to demonstrate understanding of texts by answering questions related to who, what, where, when, why and how.

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	<ul style="list-style-type: none">Children will be able to identify how non-fiction texts are organised e.g. <i>contents pages, glossaries, sub-headings etc.</i>
English	
<p>Gathering content</p> <p>Grammar: Warm ups throughout the gathering content phase – re-read every sentence to check it makes sense. (Model editing to improve sentences with mistakes e.g. omitted full stops or words, use of correct capital letters for people and places).</p> <p>Read a range of information books and on screen texts about a particular topic, e.g. <i>The Great Fire of London, fire safety, festivals involving fire, and/or a visit from the local fire brigade.</i></p> <ul style="list-style-type: none">Using a KWL grid, generate questions regarding what they want to know about the topic (W) and shared write these.Model reading and researching the answers; use coloured pens to highlight relevant information, e.g. <i>fire safety, facts about The Great Fire of London, festivals.</i>Children follow the modelling to read and find out answers to the questions posed. Record in written responses on sticky notes or in small groups collate all findings onto large sheets of paper. Send an envoy from one group to another group to share any new information. Repeat with other envoys.Model grouping the information into sections by extracting information from sticky notes or the collated group sheets.Place the notes/information onto the boxed up plan created earlier in the unit, as a class.	<p>Learning outcomes</p> <ul style="list-style-type: none">Children will be able to re-read every sentence to check it makes sense.Children will be able to identify improvements needed in sentences e.g. omitted full stops or words, capital letters for names of people and places.Children will be able to demonstrate understanding of texts by finding answer to questions created as a class.Children will be able to record information found and discuss with others.Children will be able to identify how to organise information onto a planning grid.
<p>Writing</p> <ul style="list-style-type: none">Use shared writing techniques to model a section at a time with the children. Focus on skills – question marks; simple sentences that can be read by themselves and others.Model the ‘think it, say it, write it, read it’ approach (use of talking tins, post-cards, pegs etc. to support independence).Use AFL, marking and feedback to adjust the shared writing focus daily.Children discuss their writing with an adult and make improvements.	<p>Learning outcomes</p> <ul style="list-style-type: none">Children will be able to write their own information text which includes:<ul style="list-style-type: none">Question marks.Simple sentences that can be read by themselves and others.Features of an information text.
<p>Scaffolded Outcome:</p> <ul style="list-style-type: none">An information text e.g. <i>a page of a class information book, zigzag books, fact file, or a flame shaped outline containing information to contribute to a display etc.</i> <p>Independent extended writing outcome:</p> <p>Cross curricular application:</p>	

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Presentation

- Read their information out loud to the class.
- Display in a book for others to read.
- Present to the teacher in charge of the library and place the written outcome on a display.

For further information, please contact:

Tel: 01257 516100
Email: lpds@lancashire.gov.uk
Web: www.lancashire.gov.uk/lpds
Twitter: @lancslpds

