

The Highway Rat – Year 1, Year 2 or Year 1/2 unit

Unit	Integrated Narrative and Non-Fiction Unit	
Outcome	<ul style="list-style-type: none"> Information page Innovated story 	
Possible Duration	<ul style="list-style-type: none"> 4- 5 weeks 	
Key Learning in Spoken Language	<p>Year 1 and Year 2 Where possible, Key Learning statements have been matched across the two year groups in order to demonstrate progression. There are some skills in Year 2 Key Learning that do not feature in Year 1. There will be some skills within Year 2 which will be introduced for the first time and do not feature in Year 1 Key Learning.</p>	
	Year 1	Year 2
	<ul style="list-style-type: none"> Listen and maintain attention to an adult in a range of situations, e.g. <i>when listening to a story, following simple instructions, viewing a film clip etc.</i> 	<ul style="list-style-type: none"> Listen and sustain concentration in a range of situations, e.g. <i>when listening to a story, following simple instructions, viewing a film clip etc.</i>
	<ul style="list-style-type: none"> Listen and maintain attention to peers in a range of situations, e.g. <i>in talk partners, whilst undertaking role play, in small group discussions and activities.</i> 	<ul style="list-style-type: none"> Sustain concentration and listen to peers in a range of situations, e.g. <i>in talk partners, whilst undertaking role play, in small group discussions and activities.</i>
	<ul style="list-style-type: none"> Respond appropriately to adults after listening attentively. 	<ul style="list-style-type: none"> Respond appropriately to adults after listening with sustained concentration.
	<ul style="list-style-type: none"> Respond appropriately to questions posed by an adult, orally, related to who, what, where, when, why and how, e.g. <i>Where does the character live in the story?</i> 	<ul style="list-style-type: none"> Respond appropriately to questions posed by an adult and peers, orally, related to who, what, where, when, why and how, and explain their thinking, e.g. <i>Why did the character behave that way?</i>
	<ul style="list-style-type: none"> Ask questions to clarify thinking using who, what, where, when, why and how. 	<ul style="list-style-type: none"> Ask a range of appropriate questions to clarify thinking related to who, what, where, when, why and how, and explain their thinking.
	<ul style="list-style-type: none"> Speak in complete sentences linked to the context. 	<ul style="list-style-type: none"> Speak in complete sentences in a range of different contexts.
	<ul style="list-style-type: none"> Use joining words during talk to extend ideas, e.g. <i>and, but, or, because, so.</i> 	<ul style="list-style-type: none"> Use joining words during talk to extend ideas, e.g. <i>and, but, or because, that, when, before, after, if, so, as.</i>
	<ul style="list-style-type: none"> Introduce and explore new vocabulary orally, e.g. <i>linked to real life contexts, stories, non-fiction, poetry and across the curriculum.</i> Describe characters orally using vocabulary provided. 	<ul style="list-style-type: none"> Identify, discuss, collect and explore new vocabulary orally, e.g. <i>in stories, non-fiction, poetry and across the curriculum.</i> Describe characters orally using vocabulary provided, and modelled by an adult and selected from a text.
<ul style="list-style-type: none"> Describe feelings orally using vocabulary provided, e.g. <i>Peter Rabbit felt disappointed because he wasn't allowed to play out with his friends.</i> 	<ul style="list-style-type: none"> Describe feelings orally using vocabulary provided, and modelled by an adult, and selected from a text, e.g. <i>Hansel was feeling ravenous because he hadn't had any breakfast.</i> 	

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	<ul style="list-style-type: none"> Orally retell sections of stories or an abridged version of a story, using a range of strategies, e.g. <i>small world figures, props, images, actions and story maps</i>. 	<ul style="list-style-type: none"> Orally retell a range of stories using various strategies, e.g. <i>props, images, actions and story maps</i>.
	<ul style="list-style-type: none"> Participate in role in English and across the curriculum, e.g. <i>take on the role of a character and speak in role using strategies such as hot seating, magic mirror, magic microphone</i> 	<ul style="list-style-type: none"> Participate in a range of drama approaches in English and across the curriculum, e.g. <i>talk like an expert using known and new vocabulary, magic mirror using vocabulary from the focus text, freeze framing linked to thoughts and feelings, mantle of the expert or role playing a sequence of events</i>.

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Key Learning in Reading	Year 1 and Year 2 Where possible, Key Learning statements have been matched across the two year groups in order to demonstrate progression. There are some skills in Year 2 Key Learning that do not feature in Year 1. There will be some skills within Year 2 which will be introduced for the first time and do not feature in Year 1 Key Learning.	
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	<ul style="list-style-type: none"> Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems. 	<ul style="list-style-type: none"> Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and contemporary and classic poetry
	<ul style="list-style-type: none"> Recognise and join in with language patterns and repetition. 	<ul style="list-style-type: none"> Recognise the use of repetitive language within a text or poem, (e.g. <i>run, run as fast as you can</i>) and across texts, (e.g. <i>long, long ago in a far away land...</i>)
	<ul style="list-style-type: none"> Use patterns and repetition to support oral retelling, e.g. <i>fairy stories, traditional tales and stories by well-known authors.</i> 	
	<ul style="list-style-type: none"> Orally retell familiar stories in a range of contexts, e.g. <i>small world, role play, storytelling.</i> 	<ul style="list-style-type: none"> Orally retell a wider range of stories, fairy tales and traditional tales
	<ul style="list-style-type: none"> Introduce and discuss key vocabulary, linking meanings of new words to those already known. 	<ul style="list-style-type: none"> Sequence and discuss the main events in stories and recounts.
		<ul style="list-style-type: none"> Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.
		<ul style="list-style-type: none"> Identify and discuss favourite words and phrases.
		<ul style="list-style-type: none"> Use morphology to work out the meaning of unfamiliar words, e.g. <i>terror, terrorised.</i>
		<ul style="list-style-type: none"> Use tone and intonation when reading aloud.
	<ul style="list-style-type: none"> Activate prior knowledge, e.g. <i>what do you know about minibests?</i> 	<ul style="list-style-type: none"> Activate prior knowledge and raise questions, e.g. <i>What do we know? What do we want to know? What have we learned?</i>
	<ul style="list-style-type: none"> Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text 	<ul style="list-style-type: none"> Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.
	<ul style="list-style-type: none"> Give opinions and support with reasons, e.g. <i>I like the Little Red Hen because she...</i> 	<ul style="list-style-type: none"> Explain and discuss their understanding, giving opinions and supporting with reasons, e.g. <i>Hansel was clever when he put stones in his pocket because...</i>
<ul style="list-style-type: none"> Explain clearly their understanding of what is read to them. 		
<ul style="list-style-type: none"> Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. 	<ul style="list-style-type: none"> Demonstrate understanding of fiction and no-fiction texts by asking and answering who, what, where, when, how why questions. 	
<ul style="list-style-type: none"> Identify and discuss the main events in stories. 		
<ul style="list-style-type: none"> Identify and discuss the main characters in stories. 		

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	<ul style="list-style-type: none"> ▪ Recall specific information in fiction and non-fiction texts. 	<ul style="list-style-type: none"> ▪ Identify how specific information is organised within non-fiction text, e.g. <i>sub-headings, contents, bullet, points, glossary, diagrams.</i>
	<ul style="list-style-type: none"> ▪ Discuss the title and how it relates to the events in the whole story, e.g. <i>Peace at Last by Jill Murphy.</i> 	
	<ul style="list-style-type: none"> ▪ Make basic inferences about what is being said and done. 	<ul style="list-style-type: none"> ▪ Make inferences about characters and events using evidence from the

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		text, e.g. <i>what is the character thinking, saying and feeling?</i>
	<ul style="list-style-type: none"> Make predictions based on what has been read so far. 	<ul style="list-style-type: none"> Make predictions based on what has been read so far.
	<ul style="list-style-type: none"> Listen to what others say. 	<ul style="list-style-type: none"> Participate in discussion about what is read to them, taking turns and listening to what others say.
	<ul style="list-style-type: none"> Take turns. 	<ul style="list-style-type: none"> Make contributions in whole class and group discussion
Key Learning in Writing	Year 1 and Year 2	
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	Year 1	Year 2
	<ul style="list-style-type: none"> Say, and hold in memory whilst writing, simple sentences which make sense. 	
	<ul style="list-style-type: none"> Write simple sentences that can be read by themselves and others. 	
	<ul style="list-style-type: none"> Separate words with spaces. 	
	<ul style="list-style-type: none"> Use punctuation to demarcate simple sentences (capital letters and full stops). 	<ul style="list-style-type: none"> Secure the use of full stops, capital letters.
	<ul style="list-style-type: none"> Use the joining word and to link words and clauses. 	<ul style="list-style-type: none"> Say write and punctuate simple and compound sentences using the joining word and.
	<ul style="list-style-type: none"> Extend range of joining words to link words and clauses using but and or. 	<ul style="list-style-type: none"> Say write and punctuate simple and compound sentences using the joining words but, so and or (co-ordination).
		<ul style="list-style-type: none"> Use subordination for time using when, before and after, e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i>
		<ul style="list-style-type: none"> Use subordination for reason using because and if, e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i>
	<ul style="list-style-type: none"> Make singular nouns plural using 's' and 'es', e.g. <i>dog, dogs; wish, wishes.</i> 	<ul style="list-style-type: none"> Select, generate and effectively use nouns.
	<ul style="list-style-type: none"> Add suffixes to verbs where no spelling change is needed to the root word, e.g. <i>helping, helped, helper</i> 	<ul style="list-style-type: none"> Select, generate and effectively use adjectives. Select, generate and effectively use verbs.
	<ul style="list-style-type: none"> Select, generate and effectively use adverbs. Use suffix ly to turn adjectives into adverbs, e.g. <i>slowly, gently, carefully.</i> 	
	<ul style="list-style-type: none"> Identify, generate and effectively use noun phrases, e.g. <i>the blue butterfly with shimmering wings (for description), granulated sugar (for</i> 	

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		<i>specification).</i>
	<ul style="list-style-type: none"> Orally plan and rehearse ideas. 	<ul style="list-style-type: none"> Plan and discuss what to write about, e.g. <i>story mapping, collecting new vocabulary, key words and ideas.</i>
	<ul style="list-style-type: none"> Sequence ideas and events in narrative. 	
	<ul style="list-style-type: none"> Sequence ideas and events in non-fiction. 	
	<ul style="list-style-type: none"> Use familiar plots for structuring the opening, middle and end of their stories. 	
	<ul style="list-style-type: none"> Orally plan and rehearse ideas. 	<ul style="list-style-type: none"> Orally rehearse each sentence prior to writing.
	<ul style="list-style-type: none"> Re-read every sentence to check it makes sense. 	
	<ul style="list-style-type: none"> Compose and sequence their own sentences to write short narratives. 	<ul style="list-style-type: none"> Develop stamina for writing in order to write at length.
	<ul style="list-style-type: none"> Compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts, information texts, instructions.</i> 	<ul style="list-style-type: none"> Write about real and fictional events.
	<ul style="list-style-type: none"> Discuss their writing with adults and peers. 	<ul style="list-style-type: none"> Evaluate their writing with adults and peers.
		<ul style="list-style-type: none"> Edit and improve own writing in relation to audience and purpose.
		<ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation



Suggested Texts

Core text:

- The Highway Rat* by Julia Donaldson
- The Highway Rat*: BBC IPlayer <https://www.bbc.co.uk/iplayer/episodes/b09kkt1k/the-highway-rat>

Link Texts:

- Catch That Rat* by Caryl Hart
- The Rat (Disgusting Critters)* by Elise Gravel
- That Pesky Rat* by Lauren Child
- Rats For Kids* by Rachel Smith and John Davidson
- Squeak!: 100 Fun Facts About Hamsters, Mice, Guinea Pigs, and More* (National Geographic Readers)
- Misunderstood: Why the Humble Rat May Be Your Best Pet Ever* by Rachel Toor
- The Ugly Five* by Julia Donaldson

Online texts/clips:

- Easy Science for Kids: Rats and their Different Types* <https://easyscienceforkids.com/all-about-rats/>
- National Geographic Kids: 10 Facts About Rats* <https://www.natgeokids.com/uk/discover/animals/general-animals/facts-about-rats/>
- Kiddle: Rat facts for kids* <https://kids.kiddle.co/Rat>
- Sci Show Kids: Oh Rats* <https://www.youtube.com/watch?v=7dipg3u47VU>

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- *Ratatouille* 2007 Trailer <https://www.youtube.com/watch?v=NgsQ8mVkN8w> **Ratatouille (2007)**

All hyperlinks were correct and fully functioning at the time of publication (November 2022). Titles have been included alongside hyperlinks to enable teachers to locate texts/clips/resources should the hyperlinks no longer work in the future.

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English

Creative Learning Opportunities and Outcomes

Creating Interest

This phase will focus on engaging the children, activating background knowledge, and developing vocabulary.

- Introduce, to the class, the Highway Rat (this could be an adult in role or a soft toy). Model asking the Highway Rat some questions, such as, *Who are you? Where do you live? What do you do? etc.*
- Following modelling, children use a mini question hand to raise questions to ask The Highway Rat. Model thinking, saying, writing, reading and checking questions generated. Children to write one or two questions to ask the Highway Rat character in role. Display the questions on the working wall.
- Set up an scenario where the children ask their questions orally to the Highway Rat in a chat show style session.
- For Year 2, consider using reading prompts such as, *I am puzzled by..., I'd like to know if..., etc.* in a whole class discussion.
- Discuss any other rat characters that the children may have encountered, such as in the film *Ratatouille* (2007) <https://www.youtube.com/watch?v=NgsQ8mVkN8w> or *Roland Rat* (show clips), and any books, e.g *Wind in the Willows* by *Kenneth Grahame*, *Hermelin: The Detective Mouse* by *Mini Grey*, or *Ratburger* by *David Walliams*. Discuss and make connections between films and texts.
- Activate prior knowledge - *what do we know about rats? Have we read about them, talked about them, seen them in any films/programmes/zoos before? What type of creature are they usually portrayed as?* Begin a whole class KWL grid as part of discussions, before children write what they know in full sentences.
- Model summarising the information, connections and thoughts explored about rats so far by posing these questions:
What do we know about rats?
What kind of creatures are they?
Are they likeable?
 Discuss as a class to explore thoughts and opinions, and encourage justifications using 'because'. This could be also be recorded as a short writing opportunity.

Learning outcomes

- Children will be able to raise questions.
- Children will be able to orally rehearse questions.
- Children will be able to write questions.
- Children will be able to ask questions to a character.

- Children will be able to discuss characters and make connections.

- Children will be able to discuss prior knowledge.

- Children will be able to justify thoughts and opinions using the joining word *because* in their explanation.

- Children will be able to record their thoughts in writing.

Reading

Grammar: Warm ups throughout the reading phase:

- Use the joining word *and* to link words and clauses. (Y1)
- Extend range of joining words to link words and clauses using *but* and *or*. (Y1)
- Say write and punctuate simple and compound sentences using the joining words *but*, *so* and *or* (co-ordination). (Y2)

Learning outcomes

- Children will be able to use the joining word *and* to link words and clauses. (Y1)
- Children will be able to extend range of joining words to link words and clauses using *but* and