

Medium Term Planning

Class 6: Year 1

Autumn Term 2 2016

Talk for Writing	Text	Genre	Focus
Narrative	How Tortoise got his shell	Warning tale	Openings and endings
Non-Fiction			Recount

Fiction Non-fiction

Immersion in the text	Working with the text	Vocabulary	Ideas for innovation
<p>Role-play area - story props, puppets etc.</p> <p>WOW starter ideas: Clay tortoise models: Children to score the patterns. When try children may paint them. Put on top of a leaf. Protecting shell models... Turtle puzzles to put together. Children to make their own puzzles.</p> <p>Retell story as a whole class each day using actions. Move to story circles then story pairs when ready. Story map the story. Sequence the story. Box up the story. Drama act out a key scene dressed up as main characters. Freeze frame and use to inspire writing.</p> <p>Interview characters. Look at story from a different perspective.</p>	<p>Discuss the genre of the story (warning tale). Talk about other warning tales that they might know.</p> <p>Retell story as a whole class each day using actions. Move to story circles then story pairs when ready.</p> <p>Story map the story. Sequence the story. Box up the story Re-read work and edit. Understand that a story has a beginning middle and end. Compose sentences orally before writing. Independent application of phonics up to and including phase 4 and phase 5. Use capital letters, full stops and question marks. Discuss exclamation marks. Use simple connectives 'and' 'then'. Use simple causal connectives 'so that', 'because'. Discuss the meaning of 'soared' find synonyms. Sequence of three.. they climbed</p>	<p>Use simple conjunctions 'and' 'then'. Use simple causal conjunctions 'so that', 'because'. Use adverbials of time (time connectives) 'once upon a time', 'one day'. Use interesting adjectives to extend noun phrases and add detail to descriptions. Use words to indicate that they are writing a warning tale e.g. 'silly old tortoise'. Look at capital letters and full stops. Time connectives: First, next, after that, finally</p> <p>Start with an introduction to 'hook the reader'. Include who? What? When? Where? And why? Past tense Time connectives Sentence sign posts Specific and descriptive</p>	<p>Substitution: Change the tortoise for a different animal and the flying for a different action. E.g. How the camel got his hump or how the tiger got his stripes. Addition: Simultaneously add more description. Once upon a time the birds did not know how to fly. But one day crow was standing on a rock. It was so hot that he began to flap his wings. The more he flapped, the cooler he grew. Suddenly he flapped so quickly that to his amazement he began to fly! He soared high above the trees....</p> <p>Chn to write a recount of the events from the tortoise's point of view.</p> <p><b>Ideas for invention</b></p> <p>Chn to write their own warning tale in which the main character is told not to do something and they don't listen. A rescue takes place and the main character learns a lesson.</p> <p>Beginning: Choose a different well-</p>

<p>Wow starter. Blake vets visit- veterinary nurse</p>	<p>and they climbed and they climbed . He tumbled down and down and down.</p> <p>Discuss verbs 'jumped' 'climb' fly' Discuss noun birds, tiger, elephant, giraffe, tortoise.</p> <p>Analyse and annotate various recount texts to familiarize the chn with the features.</p> <p>Understand the unique features. Look at and analyse the structure. Discuss the purpose of a recount.</p> <p>Chn to write a recount of the events of what happened to Tortoise from point of view of all the other birds who were watching.</p> <p>Children to write a recount of the veterinary nurse visit.</p>		<p>known animal and a setting.</p> <p>Build up: Choose a animal showing his skills.</p> <p>Problem: Another animal goes to help.</p> <p><b>Resolution:</b> Choose a different way of solving the problem. How is the animal rescued?</p> <p><b>Ending:</b> The main character learns a lesson .</p> <p>Opening MC(s) are warned not to do something Build up MC(s) do what they have been warned against Problem Something goes wrong and the MC(s) are in trouble Resolution MC(s) are eventually rescued Ending MC(s) are told off/punished for not listening to the warning.</p> <p>Children to write their own recount on an article of their own choice.</p>
--	--	--	---

--	--	--	--

<u>Week</u>	<u>Speaking &amp; Listening</u>	<u>Talk for writing</u>	<u>Sentence &amp; Word level</u>	<u>Outcome/ audience</u>
<p style="text-align: center;"><b><u>1</u></b> <b><u>31<sup>st</sup></u></b> <b><u>October-</u></b> <b><u>4<sup>th</sup></u></b> <b><u>November</u></b></p> <p>Immersion / imitation <a href="http://www.fun-with-pictures.com/image-files/printable-tortoise-jigsaw.jpg">http://www.fun-with-pictures.com/image-files/printable-tortoise-jigsaw.jpg</a></p>	<p>Engage in group discussions during WOW starter morning.</p> <p>Listening to the story and retell the story using props and actions. Drama and freeze frame activities will develop group work skills (co-operation, discussion, confidence and sharing, presenting and reflecting of ideas. Retelling the story to a partner using their story maps. Discussion of character description. Retelling the story at home using their story maps.</p> <p>Interview characters. Look at the story from the crows point of view.. Tortoise and the group of crows at the end.</p>	<p>Fiction - imitation stage. Wow morning! Watch video on tortoises. Chn to make a clay model each of a tortoise with the emphasis on making the shell look right by scoring it correctly. When dry chn to paint their tortoises Children create puzzles of tortoises with discussion on how to put the pieces together.</p> <p>Read the story and decide on the actions. Retell each day as a class. Move to story circles then story pairs when ready.</p> <p>Sequence the story and analyse what makes a good beginning and ending.</p> <p>Discuss the type of story- warning tale. Discuss the elements: Opening MC(s) are warned not to do something Build up MC(s) do what they have been warned against Problem Something goes wrong and the MC(s) are in trouble Resolution MC(s) are eventually rescued Ending MC(s) are told off/punished for not listening to the warning</p> <p>Story map the story chn to think of their own pictures/symbols. Start as a class then chn to continue independently. Key words to be included.</p>	<p><b>Composition:</b> Compose a variety of sentences orally and mentally before writing. Use STC to support writing. Apply phonic knowledge up to and including phase 5. Sequence sentences to form short narrative. Read writing to check that it makes sense.</p> <p><b>Grammar:</b> Use simple conjunctions 'and' 'then'. Use simple causal conjunctions 'so that', Separate words with spaces consistently. Discuss new terminology that may appear in the story. Use adverbials of time (time connectives) 'once upon a time', one day Demarcate sentences with capital letters and full stops. Discuss use of repetition. Time connectives: first, next, after that, finally. Use suffix 'ed' 'ing' and look how ed' changes tense.</p> <p><b>Spelling:</b> segment words using their phonics knowledge up to phase 5 and including this phase. Spell some common exception words correctly.</p> <p><b>Comprehension:</b> Read and understand a range of texts. Link reading to own experiences. Retell stories, sequencing events. Use terms fiction and non-fiction, beginning to describe features. Read simple sentences, pausing at a full stop.</p>	<p>Outcome: To learn the story using actions : <b>Tuesday Wednesday</b> - to act out the story and box the story up. <b>Thursday-</b> To produce individual story maps and use them to retell the story independently <b>Extension: begin to write the opening of the story.</b> <b>Friday-</b> write the opening/ ending of the story</p> <p>Audience: partner to read work. Class to share their storymaps and openings of the story.</p>

		<p>Children will make a story map and use it to retell the story.</p> <p>Explore the role play area and props.</p> <p>Analyse the opening of the text for punctuation, adverbial starters, adjectives, noun phrases, adverbials of time (time connectives) and causal connectives.</p>		
<p><b>2</b> 7<sup>th</sup>- 11<sup>th</sup> November Innovation</p>	<p>Retelling the story as whole class and in story circles every day. Discussing their innovations as a class and with their talk partner. Participation in shared writes. Asking and answering questions. Planning sentences orally before writing. Reading out finished pieces of writing and listening to others. (Starter) Games- descriptive language... describing people they know/ class.</p>	<p>Fiction - innovation week. Retell the story every day in story circles.</p> <p>Substitution: Change the tortoise for a different animal and the flying for a different action. E.g. How the camel got his hump or how the tiger got his stripes.</p> <p>Adding: Simultaneously add more description. Discuss the possible changes as a class.</p> <p>Boxing up of events to identify a clear beginning and ending. Shared writes to focus on key language and text features. Chn to write their innovated version of the Tortoise story. Box up as a class, then chn to box up individually, Children to write their innovated version using their boxing up grids and the shared writes to help/magpie.</p>	<p><b>Composition:</b> Compose a variety of sentences orally and mentally before writing. Apply phonic knowledge Sequence sentences to form short narrative. Read writing to check that it makes sense.</p> <p><b>Grammar:</b> Separate words with spaces consistently. Combine words into sentences using conjunctions e.g and, then or but Use adverbials of time (time connectives) 'once upon a time', 'one day Use sequence words. time connectives: first, next, after that, finally, Demarcate sentences with capital letters and full stops. Discuss use of repetition. Use suffix 'ed' 'ing' Discuss using 'un' prefix.</p> <p><b>Spelling:</b> Use up to phase 5 phonics</p> <p><b>Handwriting:</b> Correctly and consistently form upper and lower case letters</p>	<p><b>Outcome:</b> To retell the innovated story using actions. To box up their innovated ideas ready to write the opening of the text. To use shared writes to write an innovated version of the story that has a clear beginning and ending.</p>

<p style="text-align: center;"><u>3</u> <u>14<sup>th</sup> -</u> <u>18<sup>th</sup></u> <b>November</b></p> <p>Invention</p>	<p>Continued use of whole class and story circles retelling of story each day. Participation in shared writes. Talk partners to discuss invention of stories. Talking through their own story maps with their group/partner. Composing sentences orally before writing. Explain their story and tell it orally first.</p>	<p>Discuss the overall type of story (warning tale_ and ensure the chn are clear that their invention must still follow this theme even though they are inventing a new story.</p> <p>Chn to write their own warning tale in which the main character is told not to do something and they don't listen. A rescue takes place and the main character learns a lesson.</p> <p>Talk through the structure of a warning tale: build up, problem ,resolution, ending.</p> <p>Children to talk through their stories and then story map ideas use this to box up. Emphasis on the importance of including conjunctions, description to add more detail.</p> <p>As chn write, they must compose each sentence orally before writing.</p>	<p><b>Composition:</b> Compose a variety of sentences orally and mentally before writing. Apply phonic knowledge up to and using phase 5. Sequence sentences to form short narrative. Read writing to check that it makes sense.</p> <p><b>Grammar:</b> Separate words with spaces consistently. Use simple adjective to make interesting noun phrases that can enhance character descriptions. Combine words into sentences using conjunctions e.g and but, then, so that or because. Use adverbials of time e.g once upon a time, one day Demarcate sentences with capital letters and full stops. Discuss use of repetition. Use suffix 'ed' 'ing' Sequence words: first, next, after that, finally</p> <p><b>Spelling:</b> Use up to phase 5 phonics</p>	<p>To produce their own map of ideas, box them up and write a story that is in the style of a warning tale.</p> <p>To have a clear beginning and ending to their story.</p>
<p style="text-align: center;"><u>4</u> <u>21<sup>st</sup> -</u> <u>25<sup>th</sup></u> <b>November</b></p> <p>Non- fiction</p>	<p><b>WOW starter:</b> In groups, children to experiment with dropping an egg wrapped up.- what materials can protect the egg?</p> <p><b>Tortoise: Role play:</b> Split the children in half. Movement journey through the story. Capture children's thoughts as the tortoise.</p>	<p>Non - fiction - imitation and innovation week.</p> <p>Recount focuses on telling what has happened. Telling of events that have actually happened. In first person if it is a personal recount, and in third person if recounting events that have happened to others.</p>	<p>Use phonic knowledge up to and including phase 5. Look at suffix 'ed' and how it changes tense. Use full stops and capital letters correctly. Good letter formation and finger spaces. Use good quality adjectives. Use causal connectives eg. Because</p>	<p>To understand the language and text features of a recount. Plan own recount using timeline or pictures. To produce own recount innovated from the original text.</p>

Half of children act as the birds watching the crow.  
 Children to capitulate their thoughts observing the tortoise falling down.  
 Write key words.  
 As a class list possible questions when interviewing one of the characters:  
**when? Who? Where? What? Why?**

**Draw a map of the tortoise journey in the story.**

Children to put pieces together to join the tortoise back together.

Introduce recounts and understand the features of a recount.

tuning into vocabulary games:  
 Brain dumps: children to write all the words associated with their experience.  
 Spot the truth: In pairs one child comes up with two statements about themselves, plus one untrue statement:  
 Beginning with temporal connective or sentence starter:  
 e.g last year/ yesterday/ last week.  
 A long time ago.  
 When I was a toddler....

What is good for this writing:  
 Provide children with three different introductions children to choose the best one.

Give children recount for children to sequence in their groups (LA).

Children to annotate, learn and write a recount from the witnesses point of view (the birds).  
 Internalise the text using actions.

As a class text map the recount using key time connectives and pictures. Children to then have a go independently.

Retelling the text in various ways:  
 Retell it silently, hold a race to see who can say it the quickest.

Pairs: children say it sentence by sentence.

Box up: beginning (who, what, when, why, where) middle (more detail on key story) end (round of story, what could happen next).

Display key ingredients for children:

Analyse and annotate various recounts to ensure chn are clear of text and language features.  
 Hot seating the main witness to glean information.  
 Role play.

Flipchart useful word:  
 Who, what when why where?  
 Guided reader through the event?  
 Yesterday, last week, in February last year....

Start with an introduction to 'hook the reader'.  
 Include who? What? When? Where? And why?  
 Logical to retell events in chronological order.  
 Typical ingredients:  
 Audience: someone wants to know what happened  
 Purpose: to retell a real life event in an interesting and engaging way.  
 Structure: Beginning, middle and end in chronological order. Opening paragraph to hook and orientate reader Include: who? What? Where? Why? When?  
 Topic sentence:  
 Typical language features include:  
 Past tense  
 Time connectives  
 Sentence sign posts  
 Specific and descriptive  
 Direct speech.

Always provide audience and purpose.

		<p>Powerful words....</p> <p>End of week/ beginning of following week: Chn to write a recount of the events from the tortoise's point of view.          Box up ideas as a class. Follow the format of the first recount.          Model moving from plan to actual writing.          Process:          Gather facts for new paragraph          Refer to original.          Turn the facts into similar sentences.</p> <p><b>Guided reading: children to read newspaper articles etc to look at features of a recount.</b></p> <p>Children can look at how they are laid out, structured and expressed. Look at key features of headlines etc.  <b>Sequence an article:          Understand how articles are structured and linked;          Who? What? Where? Why?          When?</b></p>		
<p><b>5</b>  <b>28<sup>th</sup></b>  <b>November-</b>  <b>2<sup>nd</sup></b>  <b>December</b>  <b>Non-fiction</b></p> <p><b>Assessment</b>  <b>week -</b></p>	<p>Discuss features of recounts          Speaking about their chosen event to recount.          Listening to other children's ideas.</p>	<p>Non-fiction - invention week.          Children to independently write the recount of the Blake vets visit.          Chn to write their own recount on an article of their own choice.          Chn to think of something that they know lots about and could therefore write a recount of. Explore their ideas and get as many facts noted as possible.</p>	<p>Use phonic knowledge up to and including phase 5.          Look at suffix 'ed' and how it changes tense.          Use full stops and capital letters correctly.          Good letter formation and finger spaces.          Use good quality adjectives.          Use causal connectives eg. Because</p>	<p>Children to text map the different sources they can use for recount          To understand the language and text features of a recount.          To produce their own recount.</p>

<p><b>fiction</b> Short writing task based upon what we have learnt and linked to the story of 'How the tortoise got his shell'</p>		<p>Children to assess their work against the criteria/ checklist (p 65)</p>	<p>Start with an introduction to 'hook the reader'. Include who? What? When? Where? And why? Past tense Time connectives Sentence sign posts Specific and descriptive Direct speech.</p>	
<p><u>6</u> <u>5<sup>th</sup> - 9<sup>th</sup></u> <u>December</u></p>			<p><u>Christmas week</u> <u>Christmas poetry</u> <u>Non-fiction writing about Christmas.</u> <u>Recount of Christmas games.</u> <u>Sentences games</u></p>	
<p><u>7</u> <u>12<sup>th</sup> -</u> <u>16<sup>th</sup></u> <u>December</u></p>			<p><u>Christmas week</u> <u>Christmas poetry</u> <u>Non-fiction writing about Christmas.</u> <u>Recount of Christmas games.</u> <u>Sentences games</u></p>	

