

	Year group: Year 1, Spring 2	Area/topic: The pet potato by Josh Lacey and Momoko Abe
	(objectives from NC/ELG/Development matters) Spelling NC: Pupils should be taught to: • spell: - Words containing each of the 40+ phonemes already taught - Common exception words • name the letters of the alphabet: - naming the letters of the alphabet in order - using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: - using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs - using -ing, -ed, -er and -est where no change is needed in the spelling of root words • apply simple spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far Handwriting NC: Pupils should be taught to: • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these Composition NC: Pupils should be taught to: • write sentences by: - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by the teacher Vocabulary, grammar and punctuation NC: Pupils should be taught to:	

	- develop their understanding of the concepts set out in English Appendix 2 by: -leaving spaces between words -joining words and joining clauses using and -beginning to punctuate sentences using a capital letter and a full stop -using a capital letter for names of people, places and the personal pronoun 'I' -learning the grammar for year 1 in English Appendix 2 - use the grammatical terminology in English Appendix 2 in discussing their writing
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Prior learning	Future learning
Composition: - say out loud what they are going to write about - compose a sentence orally before writing it - discuss what they have written with the teacher - read aloud their writing clearly enough to be heard by their teacher - write captions, labels and other simple forms of writing - show some control over word order producing logical statements Vocabulary, grammar and punctuation: - leave spaces between words - begin to punctuate sentences using a capital letter and a full stop (may be in the wrong places or only one final full stop) - correctly use bullet points to list - use a capital letter for the personal pronoun 'I' - use the suffix -s Spelling: - spell at least 20 common exception words and the tricky words from phases 2 and 3 - spell words with the phonemes that have been taught this term - see phonics planning. - Use spelling rules for adding the plural -s - Can spell CVC words usually correctly. - name the letters of the alphabet in order - write simple sentences dictated by the teacher using words taught so far	Composition: - re-read what they have written to check that it makes sense - produce a paragraph or more of developed ideas independently that can be read without help from the child - read aloud their writing clearly enough to be heard by their peers and the teacher. - begin to evaluate their writing with the teacher Vocabulary, grammar and punctuation: - begin to punctuate sentences using a question mark and exclamation mark - join clauses using or, but - use a capital letter for the days of the week - use a capital letter for names of places - use suffixes where the root of the word stays the same; -ing, -ed, -er, -est - use the prefix un- - understand how the prefix un- changes the meaning of verbs and adjectives - use adjectives to describe - past tense is written correctly - use the following terminology when discussing writing: question mark, exclamation mark, question, suffix, prefix, adjective - begin to use the following terminology when discussing writing: past tense, present tense, noun, statement Spelling:

Handwriting: • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case cursive letters in the correct direction, starting and finishing in the right place • show some control over letter size, shape and orientation in writing • begin to form most capital letters correctly • form digits 0-9 correctly	• spell the year one common exception words • Use the phonemes taught during year one to select the correct graphemes for spelling • Use letter names to distinguish between alternative spellings of the same sound • spell the days of the week • correctly spell words with the suffixes -ing, -ed, -er and -est where no change is needed to the root word • correctly spell words with the prefix un- • write simple sentences dictated by the teacher using words taught so far. Handwriting: • use ascenders and descenders correctly and on the line • form lower-case cursive letters in the correct direction, starting and finishing in the right place
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What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
Composition: • discuss what they have written with the teacher and other pupils • read aloud their writing clearly enough to be heard by the teacher • sequence sentences to form short narratives • write simple texts (a paragraph or more) • writing makes sense and is coherent • produce own ideas for writing Vocabulary, grammar and punctuation: • join clauses using and • use capital letters and full stops in the correct places majority of the time • use a capital letter for names of people • use appropriate vocabulary associated with particular genre • begin to use suffixes where the root of the word stays the same; -ing, -ed, -er, -est • use the suffix -es • begin to use adjectives to describe • use the following terminology when discussing writing: capital letter, full stop, singular, plural, sentence, word, punctuation	• Pupils will participate in hold a sentence activities to learn the key knowledge and skills needed for writing. • Pupils will have opportunity to write independent pieces to apply their learning to their writing. • Pupils will learn to write for the following purposes: -story mapping -retelling a narrative -planning a story -writing a story

Spelling: • spell at least 40 common exception words and the tricky words from phase 4 • spell words with the phonemes that have been taught this term - see phonics planning. • correctly spell words with the suffixes -ing and -ed where no change is needed to the root word • Use spelling rules for adding the plural -es • write simple sentences dictated by the teacher using words taught so far. Handwriting: • form capital letters correctly • begin to use ascenders and descenders correctly and on the line • form lower-case cursive letters in the correct direction, starting and finishing in the right place • show control over letter size, shape and orientation in writing • understand which letters belong to which handwriting 'families' (letters that are formed in similar ways)	
Key vocabulary	
Punctuation, capital letter, full stop, finger space, sentence, word, story map, story opener, problem, dilemma, ascenders, descenders, suffix, adjectives	
Common misconceptions	Books linking to this area
• Use of graphemes to match phoneme. • Children may use capital letters sporadically and in places not needed • Children may view a sentence as being a whole line of writing in their book • Children may place full stops mid-sentence. • Writing might not be on the lines of writing book. • Pupils may use the letter 't' at the end of a word that should have the suffix -ed. • Pupils may think that a suffix can be added to the end of any root word.	• Little mouse's big book of fears by Emily Gravett • I want a pet by Lauren Child • Stanley's stick by John Hegley and Neal Layton • Grandad's Island by Benji Davies • The secret sky garden by Lina Sarah and Fiona Lumbers • Matilda's cat by Emily Gravett
Memorable first hand experiences	Opportunities for communication
• Planting vegetables to grow • Creating own Mr Potato with a real potato • Potato printing • Tasting potatoes in different forms including sweet potato	• Sharing ideas for writing • Hot seating • Re-enacting scenes from the story • Sharing ideas and opinions of the story • Working collaboratively to plan story ideas

- Have own 'pet' to look after which is an inanimate object or vegetable

- Reading own stories aloud
- Using reading comprehension skills to discuss POR text such as inference, prediction, retrieval etc.

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Reasonable adjustments for pupils with SEND

Communication and Interaction

- *Visual aids and word mats with pictures for key words in that lesson.
- *Hands on experiences to encourage communication and interaction with others:
 - *Pre teaching any new vocabulary.
 - *Pre teaching new terminology such as linked to SPAG
 - *Short, simple instructions
 - *Provide pupils with thinking time
 - *Adults modelling full sentences
 - *Adults modelling writing activities

Cognition and Learning

- *Opportunity for hands on exploration and verbally sharing thoughts and ideas with one another:
 - *Pre teaching new vocabulary/terminology.
 - *Activities adapted to suit individual.
- *Using working walls and floorbooks to aid learning and remind of previous learning.
- *Visual aids as prompts of success criteria e.g. Large C for capital letters or picture of finger for finger spaces.
 - *Word bank/mat with pictures to support writing key words or tricky words.
 - *Highlighted letters in yellow for children to trace if needed.
 - *Highlighted lines to support writing on the line. (Using a highlighting pen).
- *Adaptations to the hold a sentence process to suit individual needs e.g. some words left visible for the child or the child is inserting an initial sound to a word in the sentence.
- *Varying lengths of hold a sentence and types of words used within the sentence.
 - *Tasks broken down into smaller steps.

Social, Emotional and Mental health

- *Awareness of individual needs, any potential triggers within the curriculum and the child's background.
- *Pre prepare children for any activity they could find triggering or difficult in some way.
 - *Hold a sentence to be completed within a smaller group or 1:1 if required.
- *If the class are sharing their learning within a large group, take the child in a smaller focus group if they struggle with social situations.
 - *Adjustments made where needed to suit individual
 - *Use now and next board
 - *Sand timers
- *Movement breaks in between writing

Sensory and Physical

- *Adult support with any practical activities.
- *If a child enjoys sensory activities, then plan for this wherever possible within the lesson e.g. writing into sand, playdough, with chalk etc.
 - *Pencil grips
 - *Appropriate seating
 - *Writing slope
- *Using a variety of writing tools
- *Wobble boards
- *Enlarged text
- *Variety of coloured paper to write onto