


English	This is How We Do It by Matt Lamothe
Year 1	
Summer 1: Weeks 1 and 2	
Fact Files	
<p>In this unit, children will be exploring <i>This is How We Do It</i>, building their knowledge and understanding as authors to write their own fact files. They will demonstrate their awareness of how reason and audience affect their choices as writers, including adapting the features and tone they use to communicate effectively.</p>	
Outcome	R.A.F.T.
To create a fact file linked to my topic (a staff member who went to Chapel Street)	<p>R – to provide information about the person. A – KS1 children who read our ‘Chapel Street book’ in the library F – third person, past tense, clear sentences joined by ‘and’, capital letters for proper nouns, use of full stops. adding suffixes to verbs (helping/helped/helper) T – informative</p>
Prior Knowledge and Reading	Key Vocabulary
<p>Children will have learnt about:</p> <ul style="list-style-type: none"> • People who help us • Writing labels and captions <p>Children have previously read:</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • apartment • mining • metropolis • siblings • required • basking • roam • canyons • study • separately
Oracy	Spelling
<p>There will be opportunities for speaking and listening throughout the unit, designed to build children’s ability to communicate effectively. Activities may include:</p> <ul style="list-style-type: none"> • Communicating their ideas and explaining their reasoning. • Listening and responding to others. • Working collaboratively and sharing ideas. • Orally rehearsing writing. • Exploring characters’ point of view. • Debating and articulating thoughts and ideas with others. • Using the appropriate volume, pitch, tone and register. • Performing extracts and their own writing. 	<p>Recap and review:</p> <p>SCODE units:</p>
Curriculum Opportunities	
<ul style="list-style-type: none"> • History – ‘What is the Story of Chapel Street?’ Local area study • Use of XXXXX texts from the Reading Spine during reading sessions. 	
Adaptive Teaching	
<ul style="list-style-type: none"> • • <i>GDS – Children to select the most interesting pieces of information to include, showing an awareness of the reader and ensuring a good variety of content.</i> 	

Lesson	Teaching Sequence	Learning Objective	Retrieval Activity to Start Lesson	Possible Teaching Activities
1	Hook and Predict	To make predictions about a text, giving reasons for what I think.	Finger spaces	<p>Hook the children into the text and excite them about the unit. On the whiteboard, show children the double-page illustration of a world map with the children's locations. Talk through the different continents/countries and ask the children to identify the country they or their families are from.</p>  <p>Teach the key vocabulary explicitly, providing images and the words in the context of sentences to help children fully understand the meanings of the words. Make prediction together about the text (without introducing the book) and discuss reasoning.</p> <p>Introduce the front cover and shared read of the full title. Children to discuss and adapt their predictions in pairs in light of the new information. Record.</p> <p>Shared read of the blurb, omitting the reviews and final two paragraphs which are aimed at older readers. Children to discuss and adapt their predictions in pairs in light of the new information. Record.</p> <p>Read the full text together, ensuring that children are able to see the illustrations. Discuss the end of the book, 'This is my night sky.' Explain to the children how, although people across the world have many differences to celebrate, there are many similarities too. Spend time looking at the 'Meet the Families' page and read the accompanying text.</p>

2	Interrogate - Reading	To ask questions and retrieve information from a non-fiction text.	Formation of capital letters	<p>Recap children’s learning from yesterday. What was the key vocabulary? Which children and their families did we find out about in the book Where were the families from?</p> <p>Re-read the text, this time only focusing on Ananya and her family in India. Make sure children are able to follow the text and look at the illustrations.</p> <p>Ask the child to retell the information that they know about Ananya. Is there any additional information that they would like to ask her? The child can draw around their hand on whiteboards and write five questions. Use how, what, where, when and why to help generate questions. Remind the child to use a question mark.</p> <p>Teacher to model referring back to the text to answer the first few of the retrieval questions below, ‘thinking aloud’ to support the children’s understanding of the process. Children then to discuss and answer the remaining questions in groups/with their learning partners, before feeding back as a class.</p> <ol style="list-style-type: none"> 1. Where does Ananya live? 2. What is Ananya’s sister called? 3. What does Ananya wear around her neck for school? 4. What does Ananya pass on the way to school? 5. Which subjects does Ananya learn at school? 6. What does Ananya have for dinner?
3	Interrogate – RAFT	To discuss and express my views on a text.	Capital letters for proper nouns	<ol style="list-style-type: none"> 1. Re-read the text together, this time focusing on Kian and his family in Iran. Children to work together to analyse the reason for the writing and who the audience for the writing might be. Children to feedback and class to agree a reason and record on the working wall. Discuss in groups/pairs how we can tell that’s the reason, linking to features that children know. Repeat with audience. 2. Read the text together with a focus on using the correct tone (voice). Children to read the extract aloud in pairs, adopting an appropriate voice for the language and tone. Children to feedback and explain how their voice changed and why, linked to the text and its reason. Explain that the tone is how something is communicated, and record on the working wall with examples from the text. 3. Analyse the text together for three features from the RAFT that children are confident with (capital letters for proper nouns, full stops and conjunction ‘and’). Focus on the effect of these features and how they have been used to influence the reason and audience. To be recorded on the working wall. 4. Introduce the RAFT for our writing – RAFT page to be stuck in.

4	Interrogate – Grammar and Style	To spell verbs with the suffixes -ing and -ed.	Year 1 spelling rule (previously taught)	<p>Key concept: Adding suffixes to verbs (-ing and -ed)</p> <ol style="list-style-type: none"> 1) Display the WAGOLL fact file about India with verbs ending in -ing and -ed highlighted. Children to discuss their knowledge of the words – what are they? What is their job in the sentence/text? Why have they been used? What effect do they have on the reader? 2) Explicitly teach -ing and -ed endings for verbs (without any changes to the root words) and link to prior knowledge. Record on the working wall. 3) Share the BBC Bitesize activities with the children: https://www.bbc.co.uk/bitesize/articles/z66nv82 4) Children to look through the model text to identify where any -ing and -ed suffixes for verbs have been used. 5) Children to work together to change the verbs so they contain the suffixes -ing and -ed: <i>walk, laugh, clean, learn, look</i>. E.g. walk – walking – walked. Feed back and discuss effectiveness together. 6) Modelled writing three sentences using a range of the -ing and -ed verbs, in the context of one of the children from the text. 7) Children to independently their own sentence containing one of the -ing or -ed verbs, linked to the text. 8) Feedback writing together, discuss how they can improve their writing to be effective for our RAFT. Use a purple pen to make those changes.
5	Interrogate – Grammar and Style	To use exclamation marks to show surprise, shock or excitement.	Year 1 spelling rule (previously taught)	<p>Key concept: Adding suffixes to verbs (-er)</p> <ol style="list-style-type: none"> 1) Display the sentences below with the words containing the -er suffix highlighted. Children to discuss their knowledge of the words and any patterns they notice. Our teacher helps us learn new things every day. The singer in the band came to our school assembly. The chess player won all of her matches at break time. The reader in the library read us a story about a friendly dragon. I was a helper in class today and I handed the books out to my friends. 2) Explicitly teach adding -er to verbs to create nouns, without any changes to the root words, and link to prior knowledge. Record on the working wall. 3) In pairs, children to complete the activity sheet(s) – please see attached. 4) Children to identify any words containing the suffix -er in the model text. 5) Children to work together to think of any words that end in the suffix -er. Feed back as a class. 6) Modelled writing three sentences using a range of words containing the -er suffix, in the context of one of the children from the text. 7) Children to independently their own sentence containing a range of words containing the -er suffix, linked to the text. 8) Feedback writing together, discuss how they can improve their writing to be effective for our RAFT. Use a purple pen to make those changes.

6	Capture - Content	To gather ideas for my writing.	Text Summary: Write up to three facts about Kian, the little boy in Iran.	<p>Explain to the children that today we will be interviewing the member(s) of staff who our fact files will be based on. Refer back to the model text and discuss the different parts of the children's lives we found out about (families, homes, clothes, school including the journey there, breakfast/lunch/dinner, evenings and weekends).</p> <p>Provide children with a list of question words and model forming a simple question sentence, demarcated with a capital letter and question mark.</p> <p>In pairs, children to think of the questions we could ask. Remind children to be respectful of the adults' privacy and to remain polite. Once pairs have recorded some ideas for questions on the board, feed back as a class. Choose the questions as a class that we would like to include in the interview.</p> <p>Teacher to record questions and answers on flipchart paper and display on the working wall.</p>
7	Capture - Language	To gather key words and new vocabulary for my writing.	Past tense	<p>In pairs, children to orally recap the interview(s) from yesterday, referring back to the shared notes on the working wall. What did we find out about the staff member? What was particularly interesting?</p> <p>Taking each question and response in turn, discuss any words or phrases we could use to make the fact about the adult interesting for the reader.</p> <p>Can we include any of the new words we have learnt from the book? Look at the page from the model text about what children wear for school. Notice the adjectives before the nouns and ask children if we could include any adjectives in our own fact files (<i>fancy socks, red shirt, green shorts, striped dresses, black suit, special ID card</i>).</p>
8	Plan	To plan what I am going to write about.	Conjunction 'and'	<p>Recap the RAFT together. You may wish to use the following subheadings as a basis for the fact files:</p> <p>Title: <u>This is (Name of staff member)</u></p> <p>This is X's family</p> <p>This how X gets to school</p> <p>This is how X helps us</p> <p>This is what X likes to eat</p> <p>This is what X likes to do at the weekend</p> <p>Model planning your first section using the box method. Focus on modelling the thinking process of choosing/refusing which content to use. Begin by modelling choosing your content, explaining your thinking process. Children to plan that section independently. Then, model choosing verbs containing suffixes and spelling these correctly, explaining your reasoning linked to the RAFT. Children to plan each section independently in turn after teacher modelling.</p>

				Feedback together. Children to justify why they have chosen to take a particular piece of information or word choice/device forward.
9	Draft & Proofread	To write for a purpose.	Capital letters and full stops	<p>Model talking through plan as a whole. Children to read their own plan to a partner.</p> <p>Teacher to model writing their first section, using their plan to structure their writing, whilst applying features of the RAFT. Children to write their own first section. Staff to work with key children who have previously been identified to support/challenge.</p> <p>Repeat for each section. Children to proofread their writing at the end of each section.</p> <p>Peer proofread focusing on correcting errors from previous year groups.</p> <p>After the lesson, teacher to briefly look at children's writing and identify 2-3 concepts for editing in the next lesson.</p>
10	Edit, Draft and Final Proofread & Edit	To evaluate my writing.	Spelling of common exception words	<p>Teacher to introduce the first concept to edit. Recap the specific rule. Model editing their writing for the concept. Children to independently edit their writing for that concept. Repeat for the other editing concepts.</p> <p>Children to complete their drafts. Staff to work with key children who have previously been identified to support/challenge.</p> <p>Teacher to model the thinking process of a final edit/proofread of their writing. Children to edit their writing independently with the RAFT, using purple pen.</p>