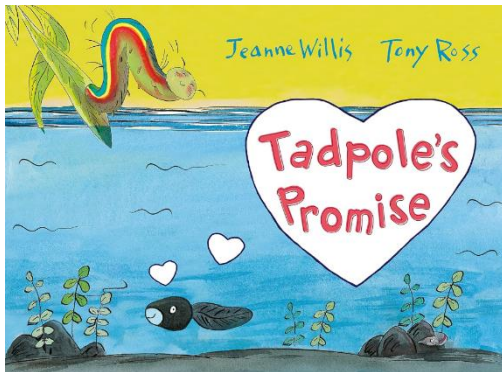


Book Studied/Genre

National Curriculum Coverage

Impact



Tadpoles Promise
Jeanne Willis

Own version narrative

Word Reading

Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) (Y1)

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Read words containing 'ow' and 'o_e' graphemes (alternative pronunciations of known graphemes)

Writing Transcription

Spell words containing alternative spellings of the /ow/ phoneme.

- Learn the possessive apostrophe (singular) [for example, the girl's book]
 - Learn to spell more words with contracted forms

Vocabulary Grammar

Develop their understanding of the concepts set out in English Appendix 2 by:

- Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks and apostrophes for contracted forms and the possessive (singular)

Learn how to use:

- Sentences with different forms: statement, question, exclamation, command
- Expanded noun phrases to describe and specify [
- The present and past tenses correctly and consistently
- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

Writing (Composition)

Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences and those of others (real and fictional)
- Writing for different purposes
- Writing about real events

Consider what they are going to write before beginning by:

- Planning or saying out loud what they are going to write about
- Writing down ideas and /or key words, including new vocabulary
- Encapsulating what they want to say, sentence by sentence

Make simple additions, revisions and corrections to their own writing by:

- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - Proof-reading to check for errors in spelling, grammar and punctuation

Children will write their own promises on lily pads to float in their class pond and record a simple explanation of a process of change they are familiar with. Children go on to re-enact sections of the story and consider the thoughts of the characters at certain points. This is in preparation for them to plan and write their own version of the narrative using characters of their choice (who also meet a grizzly ending!). Using information from the text children also create an explanation text in leaflet form to outline the stages in the lifecycle of a frog.

Outcomes:

Simple explanations, speech bubbles, setting descriptions, thought bubbles

Main Writing Outcome:

Own version narrative

Reading Outcomes

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Being encouraged to link what they read or hear read to their own experiences (Y1)
- Discussing the sequence of events in books and how items of information are related
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- Being introduced to non-fiction books that are structured in different ways
- Recognising simple recurring literary language in stories and poetry
- Discussing their favourite words and phrases

Understand both the books they can already read accurately and fluently and those they listen to by:

- Predicting what might happen on the basis of what has been read so far