



Year 1, Term 2A

Stories about Bears	
Programme of study	Learning Intentions
<p>This unit focuses on story writing. It builds up, starting with children writing in short, well-constructed sentences. There is an emphasis on the ability to construct sentences orally and then in written form. Accuracy and confidence in writing sentences is a key teaching focus throughout. The over-riding key principle is that all children should be kept together as much as possible. Our aim is to secure independent, confident writing skills for all children. Quality needs to be secured by asking children to explore a range of alternatives and to extend/develop both oral and written responses. There should be a clear expectation for all children to speak clearly, audibly and in full sentences when contributing to discussions, answering questions and reading their work. During shared and independent writing teachers need to emphasise and reinforce phonic and spelling work taught in the Reading and Spelling Workshop, e.g. initial letters, words from targeted rime pools, medial vowels etc. Key vocabulary should be targeted. Children with limited transcriptional skills will need additional teacher/adult support to establish Independent writing skills during the practice segment of the lesson. Questions need to be planned and targeted so that all children are involved in whole class shared reading and writing. During shared reading teachers should check that lower attainers are keeping up by targeting questions which check comprehension and ability to read key words/phrases, texts or text extracts</p>	<p>Bear Hunt I can act out the story "We're going on a bear hunt". I will use a describing word for each place visited in the story. My own "we're going on a bear hunt" story will have enough information*. I will check my writing to make sure there's enough information. I will check to see if my sentence says what I wanted it to. The sentences in my booklet will make sense and have enough information in them.</p> <p>Where's My Teddy I can remember the characters and the setting in "Where's my Teddy". I can sequence "where's my teddy" and then write a sentence about each part of the story. My story, about losing something, will have capital letters and full stops. I write the retell of 'Where's my Teddy' using describing words. I can write a question sentence to find out more information about the bear. I can write what the bear said. I will use adjectives to describe my own bear. I will use better words for "went." I will use better words to use for 'went' to describe what happened to the bear in the woods. My own bear adventure story, will have capital letters and full stops. I will write the beginning of the story. My own bear adventure story, will have capital letters and full stops. I will write the middle and end of the story. I can write what happened in the story of "where's my teddy". (Writing assessment)</p> <p>The Big Hungry Bear I will use better said verbs to show what the mouse is saying. My sentence will contain enough information. (I can say what is happening in the picture. My sentence will contain a describing word). I can write what happened in the story of 'The Big</p>
<p>End of Year Expectations</p> <p>Spoken Language:</p> <ul style="list-style-type: none"> listen and respond appropriately to their peers ask relevant questions to extend their understanding and build vocabulary and knowledge <p>Composition:</p> <ul style="list-style-type: none"> 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 re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils 	



Thames View Infants **Blocked Unit Scheme of Work**

<ul style="list-style-type: none">• read aloud their writing clearly enough to be heard by their peers and the teacher.	Hungry Bear'. (My sentence will contain a describing word). I will contribute to a whole class discussion. (Exploratory talk)
<p>Vocabulary</p> <p>thick, oozy, long, wavy, swirling, squelch, stumble. forest, snowstorm, cave etc. under, over, round, though, on, in, opposite. Sentence, story plan, capital letter, word, full stop beginning, middle and end character, setting bold, retell, capital letters, character, sequent, setting events story, capital letter, event, full stop, sentence First, Next, A little later, After that, Finally, Character, question, question mark hot seating, speech bubbles, character words for said- shouted, whispered, moaned, cried words for went – skipped, hopped, ran, jogged, jumped story plan, beginning, middle, end character, speech bubble, question, question mark illustration, sentence, capital letter, full stop character, retell, speech bubble</p>	