



Year 1, Term 2B

Information Texts	
Programme of study	Learning Intentions
<p>This unit is about reading and writing information. The unit divides into three sections. The first section has as its context a display of children’s favourite toys. Children will write in a number of different forms during this section: captions, questions and simple instructions. The second section focuses on the distinction between fiction and non-fiction books, introducing children to some of the structural features of information texts and their function. This is mainly done through the context of the shared text: ‘Toys Around the World’ by James Dunbar (Longman Book Project). This text has been chosen as it contains the structures of information texts that we wish to teach children to use effectively. The third section focuses on the recount form. There is not a recommended text for this section.</p>	<p>Toys Around the World</p> <p>I can write a list with a describing word in each sentence.</p> <p>I can write a caption with a describing word in each sentence.</p> <p>I can write question sentences.</p> <p>I will listen to my friends. I will talk when there’s a gap in the conversation.</p> <p>I can write labels, containing enough information.</p> <p>I will research information about a toy.</p> <p>I can write information sentences about my favourite toy.</p> <p>I will write a blurb for a class book.</p> <p>I will:</p> <ul style="list-style-type: none"> • Understand the organisation of the school library. • Locate books/sections using a colour-coding system related to subjects. • Locate books relevant to the topic of toys. • Understand the difference between fiction and non-fiction books. <p>I can use a contents page.</p> <p>I can use a contents page, captions, pictures and text to find out information and ask questions about a non-fiction text.</p> <p>I will find out information from a non-fiction book, using the contents page.</p> <p>I will write and illustrate a page of my information book, which will include a page heading.</p> <p>My information book will have a front page (title & author), a contents page and a back page (blurb).</p> <p>I will make my sentences interesting by using adjectives and verbs (and adverbs and connectives).</p> <p>I will remember my writing target.</p> <p>I will write a report, in paragraphs, about scooters*.</p> <p>I will plan a report, in paragraphs, about my own favourite toy.</p> <p>I will write a report, in paragraphs, about my own favourite toy.</p> <p>I will remember my writing target.</p> <p>Post Toy Museum</p> <p>I can talk about the visit to the toy museum using better words for then.</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 • read aloud their writing clearly enough to be heard by their peers and the teacher. 	



Thames View Infants
Blocked Unit Scheme of Work

Vocabulary	I can recount the visit to the toy museum, using better words for then at the start of my sentences. I can plan and recount (a recent school event), using better words for then at the start of my sentences. I will write a recount of my visit to the toy museum in my best handwriting.
First, Next, Next, Later, Then, Finally, List, Title Diagram, Labels Title, Blurb, Contents, Page, Numbers Page headings, Caption, Sentence, Capital letter	