



Year 1 Term 3B

Stories and Poetry	
Programme of study	Learning Intentions
<p>This unit focuses on both rhyme and story writing. It provides an opportunity to reinforce, consolidate and extend work covered during previous blocked units and Reading and Spelling Workshops.</p> <p>Poems or parts of poems are used to provide models for children’s own poems or poetic sentences by substituting words or using the repetitive pattern of the text. Children also have the opportunity to write their own versions of the stories presented in the core texts.</p> <p>The core texts provide many opportunities to explore descriptive vocabulary and children should be encouraged to begin to use some of it in their own writing.</p> <p>The structure of story writing continues to be supported by familiar planning formats and children should begin to write longer stories.</p> <p>The development of speaking and listening remains a high focus. Children should now be clear about the expectation to speak clearly, audibly and in full sentences when appropriate.</p>	<p>Once upon a Time In my list:</p> <ul style="list-style-type: none"> • Each line will start with a capital letter. • Names will start with a capital letter. • Each line will end with a comma. <p>I will give enough information when writing about what the characters are doing in the story. I will give enough information when writing about what the characters are doing in the story. I will retell my partner the story, speaking in sentences and using important words.</p> <p>Goldilocks and the Three Bears I will use role-play and talk to decide what the characters were:</p> <ul style="list-style-type: none"> • Thinking • Doing • Feeling • Saying <p>My writing story will contain enough information. My writing story will contain enough information. I will improve my writing to make sure it has:</p> <ul style="list-style-type: none"> • Enough information • Good spellings • Full stops and capital letters. <p>Rumble in the Jungle I will use describing words in my list of characters. I will use role-play to make sure I understand what the describing words mean in the poem <u>“The Tiger”</u>. I will write my own version of a poem to describe animals. I can write a ‘4 line poem’ using good describing words. I can write a ‘4 line poem’ using describing words. I can act out a poem, using action, music, role-play and music (sound effects). I will write my own verse for “walking through the jungle”. The describing word I use will start with the same letter sound as my animal (alliteration). I will write my own verse for “walking through the jungle”. The describing word I use will start with the same letter sound as my animal (alliteration).</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. 	



Vocabulary

Title, Author, Illustrator, Character, Rhyme, Illustration
Character, Speech
Poem/Poetry, Setting, Atmosphere, Rhyming Words,
Characters
Rhyme, Poem, Alliteration, Adjectives
Verse, Line, Adjective, Verb
Title, Author, Illustrator, Character, Setting, Event

Who's in the Shed?

I can write answers to questions about the text.
I will plan the beginning, middle and end of my
own "who's in the shed?" story.
I will plan the beginning, middle and end of my
own "who's in the shed?" story.