**INSTRUCTIONS – NON-FICTION**

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| **Unit title:** Instructions | **Big Idea:** Instructions are a series of consecutive steps that are followed to explain how to make or do something.  |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand…** * That instructions should include:

 - Headings and subheadings ( Material/Tools, method etc) - Bossy verbs (cut, mix etc) - Bullet point or numbers - Time words (First, Next , Finally etc) - Precise vocabulary - Written in present tense - Third Person - Pictures of diagrams  |
| **YCIS English Standards of this unit:*** Speak with clarity and use appropriate intonation when reading and reciting texts
* Listen to others in class, ask relevant questions and follow instructions
* Ensure that everyone contributes, allocate tasks, and consider alternatives and reach agreement
* Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns
* Know how to tackle unfamiliar words that are not completely decodable
* Read high and medium frequency words independently and automatically
* Draw together ideas and information from across a whole text, using simple signposts in the text
* Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points
* Draw on knowledge and experience of texts in deciding and planning what and how to write
* Maintain consistency in non-narrative, including purpose and tense
* Compose sentences using tense consistently (present and past)
* Use capitals, fullstops, question and exclaimation marks to demarcate sentences
* Write legibly, using upper and lower case letters appropriately within words, and observing correct spacing within and between words
 |
| **Guiding Questions (3-5):** 1. What are instructions and why do we use them?
2. When and how do we follow instructions?
3. What elements are included in comprehensive instructions?
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| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…****Formative: Observation**Students can follow instructions on how to play a simple game.**Summative: Written Report**Children can write simple instructions for a hands on task. |
| **Plan Learning Activities** |
| **Phase 1: Immersion in the text type**Shared ReadingMentor TextGuided Reading | **Phase 2: Deconstruction of the text type**Modeled WritingGuided WritingShared Writing | **Phase 3: Writing**Independent Writing |

**Writing targets embedded within this unit:**

1 Can identify and use verbs when writing sentences

2 Using adventurous verbs to write sentences

3 Define and use adverbs to write sentences

**Definitions:**

**Shared Reading:** Immersion in the text type-Teacher-led reading with students reading along to learn about features of the text

**Mentor Text:** Text in the genre that supports the work of the unit

**Guided Reading:** Small group explicit reading instruction with text

**Modeled writing:** teacher-led writing – teacher as the ‘expert writer’

**Shared Writing:** teacher-led writing with students contributing ideas as prompted by the teacher. Teacher scribes.

**Guided Writing:** the students writing with the teacher facilitating through prompts and supporting students as they write.

**Independent writing:** the student independently applies writing strategies modeled and their writing targets to plan, compose, draft and edit their own writing.

**Traditional Stories-Fiction**

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| **Unit title:** Traditional Stories | **Big Idea:** Traditional stories are used to explore stories that have familiar settings, stereotypical characters and themes.  |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand…*** What is an adjective
* How to choose appropriate adjectives to describe characters in traditional stories
* What time connectives are and use them to write compound sentences.
* How to write in complete sentences with capital letters and full stops.
 |
| **YCIS English Standards of this unit:*** Tell real and imagined stories using the conventions of familiar story language
* Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication
* Respond to presentations by describing characters, repeating some highlights and commenting constructively
* Listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member
* Present part of traditional stories, their own stories or work drawn from different parts of the curriculum for members of their own class
* Read independently and with increasing fluency longer and less familiar texts
* Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns
* Know how to tackle unfamiliar words that are not completely decodable
* Read high and medium frequency words independently and automatically
* Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns including common inflections and use of double letters
* Read and spell less common alternative graphemes including trigraphs
* Draw together ideas and information from across a whole text, using simple signposts in the text
* Give some reasons why things happen or characters change
* Explore how particular words are used, including words and expressions with similar meanings
* Engage with books through exploring and enacting interpretations
* Explain their reactions to texts, commenting on important aspects
* Draw on knowledge and experience of texts in deciding and planning what and how to write
* Make adventurous word and language choices appropriate to the style and purpose of the text
* Select from different presentational features to suit particular writing purposes on paper and on screen
* Use planning to establish clear sections for writing
* Write simple and compound sentences and begin to use subordination in relation to time and reason
 |
| **Guiding Questions (3-5):** 1. What is a character?
2. How do authors describe and develop characters?
3. Which tools can writers use to help them describe characters?
4. How are characters used to tell a story?
5. What are the important elements of a story? (Setting focus & introduction of characters)
 |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…****Summative: Other written assessments**Children can use adjectives to describe characters**Summative: Other written assessments**Children can use a Thesaurus to find alternative adjectives **Summative: Mid –Year Moderated Writing Assessment**Retell the story of the 3 Little Pigs |
| **Plan Learning Activities** |
| **Phase 1: Immersion in the text type**Shared ReadingMentor TextGuided Reading | **Phase 2: Deconstruction of the text type**Modeled WritingGuided WritingShared Writing | **Phase 3: Writing**Independent Writing |

**Writing targets embedded within this unit:**

1 Identify adjectives

2 Use adventurous adjectives

3

**Poetry 1 – Non-Fiction**

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| **Unit title:** Poetry 1 | **Big Idea:** |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand…**  |
| **YCIS English Standards of this unit:*** Speak with clarity and use appropriate intonation when reading and reciting texts
* Respond to presentations by describing characters, repeating some highlights and commenting constructively
* Consider how mood and atmosphere are created in live or recorded performance
* Read independently and with increasing fluency longer and less familiar texts
* Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns
* Know how to tackle unfamiliar words that are not completely decodable
* Read and spell less common alternative graphemes including trigraphs
* Read high and medium frequency words independently and automatically
* Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns including common inflections and use of double letters
* Read and spell less common alternative graphemes including trigraphs
* Explain their reactions to texts, commenting on important aspects
* Draw on knowledge and experience of texts in deciding and planning what and how to write
* Use capitals, fullstops, questions and exclamation marks to demarcate sentences
* Use commas to separate items in a list
* Write legibly, using upper and lower case letters appropriately within words, and observing correct spacing within and between words
 |
| **Guiding Questions (3-5):**  |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…** |
| **Plan Learning Activities** |
| **Phase 1: Immersion in the text type**Shared ReadingMentor TextGuided Reading | **Phase 2: Deconstruction of the text type**Modeled WritingGuided WritingShared Writing | **Phase 3: Writing**Independent Writing |
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**Writing targets embedded within this unit:**

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Information Texts – Non-Fiction

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| **Unit title:** Information Texts | **Big Idea:** Information texts can be found on paper and online. They contain explanations and definitions. We use it to find factual information. |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand…** * The difference and use of a table of contents, index and glossary
* That a glossary is written in alphabetical order and includes a short definition.(dictionary skills)
* Understand the difference between fact v’s fiction
 |
| **YCIS English Standards of this unit:*** Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication
* Listen to talk by an adult
* Listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member
* Read independently and with increasing fluency longer and less familiar texts
* Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns
* Know how to tackle unfamiliar words that are not completely decodable
* Read high and medium frequency words independently and automatically
* Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns including common inflections and use of double letters
* Read and spell less common alternative graphemes including trigraphs
* Draw together ideas and information from across a whole text, using simple signposts in the text
* Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points
* Explain their reactions to texts, commenting on important aspects
* Draw on knowledge and experience of texts in deciding and planning what and how to write
* Make adventurous word and language choices appropriate to the style and purpose of the text
* Select from different presentational features to suit particular writing purposes on paper and on screen
* Use planning to establish clear sections for writing
* Maintain consistency in the non-narrative, including purpose and tense
* Use appropriate language to make sections hang together
* Write simple and compound sentences and begin to use subordination in relation to time and reason
* Compose sentences using tense consistently (present and past)
* Write legibly, using upper and lower case letters appropriately within words, and observing correct spacing within and between words
* Word process short narrative and non-narrative text.
 |
| **Guiding Questions (3-5):** 1. What is the difference between fact and fiction?
2. What are facts and where can they be sourced?
3. How can we use information texts to make notes on facts and data?
4. What is a glossary and how do we use it?
 |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…****Formative:**Using an information text or website to find answers to given questions. (showing understanding of how to use table of contents, index & glossary)**Summative:**Create a glossary about containing the different parts of a circuit.Use a dictionary to define the parts of a circuit. |
| **Plan Learning Activities** |
| **Phase 1: Immersion in the text type**Shared ReadingMentor TextGuided Reading | **Phase 2: Deconstruction of the text type**Modeled WritingGuided WritingShared Writing | **Phase 3: Writing**Independent Writing |

**Writing targets embedded within this unit:**

1 Introduction to Level 1 Openers

2 Using ‘time’ words to begin sentences

3 Using ‘time’ and ‘place’ words to begin sentences

**Stories with a Familiar Setting – Fiction**

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| **Unit title:** Stories With a Familiar Setting | **Big Idea:** Stories with a familiar setting allows children to read and re-tell through role-play a selection of stories with settings and themes that are familiar to them. They identify how characters behave in stories and reasons for the character’s feelings and actions. |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand…** * Stories are made up of a beginning, problem, solution to problem and conclusion.
* That stories are written in past tense.
* That we can plan a story using a storyboard and character map in order to see that one event leads to another.
* That character’s have feelings
* That the characters thoughts/actions can change from the beginning of the story to the end.
* That stories can contain dialogue and we use speech marks to identify when a character is speaking.
* How to use voice and gestures to show expression when reading.
* That we use Time connectives to show the passing of time such as After that, then next day, Suddenly etc
 |
| **YCIS English Standards of this unit:*** Speak with clarity and use appropriate intonation when reading and reciting texts
* Tell real and imagined stories using the conventions of familiar story language
* Present part of traditional stories, their own stories or work drawn from different parts of the curriculum for members of their own class
* Read independently and with increasing fluency longer and less familiar texts
* Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns
* Read and spell less common alternative graphemes including trigraphs
* Read high and medium frequency words independently and automatically
* Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns including common inflections and use of double letters
* Read and spell less common alternative graphemes including trigraphs
* Give some reasons why things happen or characters change
* Read whole books on their own, choosing and justifying selections
* Engage with books through exploring and enacting interpretations
* Explain their reactions to texts, commenting on important aspects
* Draw on knowledge and experience of texts in deciding and planning what and how to write
* Sustain form in narrative, including use of person and time
* Use planning to establish clear sections for writing
* Use appropriate language to make sections hang together
* Compose sentences using tense consistently (present and past)
* Write legibly, using upper and lower case letters appropriately within words, and observing correct spacing within and between words
 |
| **Guiding Questions (3-5):** 1. What is role-play?
2. What are the important elements of role-play and how can I use them effectively?
3. How can I show the passing of time?
4. What are the elements of a story?
5. What are the stages an author works through when creating a story?
 |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…****Formative & Summative:**1. Student to retell storyboard, ‘Going Shopping’ in their own words using illustrations from a story board
2. Students use pictorial story boards to orally retell story

**Summative Assessment:**Students write their own original story.**Summative Assessment:**Students to read their story to an audience. |
| **Plan Learning Activities** |
| **Phase 1: Immersion in the text type**Shared ReadingMentor TextGuided Reading | **Phase 2: Deconstruction of the text type**Modeled WritingGuided WritingShared Writing | **Phase 3: Writing**Independent Writing |

**Writing targets embedded within this unit: Punctuation – Speech Marks**

1 To find adjectives found in texts

2 To find speech marks in texts

3 To write a dialogue using speech marks

**Different Stories By the Same Author – Fiction**

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| **Unit title:** Different Stories By The Same Author Marc Brown & Chris Wormell | **Big Idea:** This unit explores the features of writing that Author’s consistently use in their stories.  |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand…*** That authors have different styles of writing.
* That illustrators use different styles/mediums to illustrate books
* How to compares different stories and look for similarities and differences. (using Venn diagrams)
* That the same character(s) can be used in a series of stories
* People have different opinions in regards to stories
* How to complete a book review
* How to search the internet to find facts/information about authors
* How to plan and carry out a project together to create a final piece of work.
* How to listen and share comments and reactions to presentations
 |
| **YCIS English Standards of this unit:*** Listen to others in class, ask relevant questions and follow instructions
* Respond to presentations by describing characters, repeating some highlights and commenting constructively
* Ensure that everyone contributes, allocate tasks, and consider alternatives and reach agreement
* Work effectively in groups by ensuring that each group member takes a turn challenging, supporting and moving on
* Listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member
* Adopt appropriate roles in small or large groups and consider alternative courses of action
* Present part of traditional stories, their own stories or work drawn from different parts of the curriculum for members of their own class
* Read independently and with increasing fluency longer and less familiar texts
* Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns
* Know how to tackle unfamiliar words that are not completely decodable
* Read and spell less common alternative graphemes including trigraphs
* Read high and medium frequency words independently and automatically
* Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns including common inflections and use of double letters
* Read and spell less common alternative graphemes including trigraphs
* Draw together ideas and information from across a whole text, using simple signposts in the text
* Give some reasons why things happen or characters change
* Read whole books on their own, choosing and justifying selections
* Engage with books through exploring and enacting interpretations
* Explain their reactions to texts, commenting on important aspects
* Select from different presentational features to suit particular writing purposes on paper and on screen
* Use planning to establish clear sections for writing
* Compose sentences using tense consistently (present and past)
* Write legibly, using upper and lower case letters appropriately within words, and observing correct spacing within and between words
 |
| **Guiding Questions (3-5):** 1. What is an author and illustrator?
2. What are the styles of writing and illustrating that authors and illustrators use?
3. How do the writer’s style and illustrations effect the readers reactions to the story
4. How can I construct a presentation that engages its audience and makes it enjoyable to view whether spoken or written?
 |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…****Formative:**Students to work together to complete a book review.**Summative:**Students to read a whole book and complete a book review.**Summative: (Group Project)**In small group, students will work together to complete a group poster of an author studied in class. **Summative:** Students to present posters to an audience |
| **Plan Learning Activities** |
| **Phase 1: Immersion in the text type**Shared ReadingMentor TextGuided Reading | **Phase 2: Deconstruction of the text type**Modeled WritingGuided WritingShared Writing | **Phase 3: Writing**Independent Writing |

**Writing targets embedded within this unit:**

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Poetry 2 & 3 combined

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| **Unit title:** Poetry 2 | **Big Idea:** |
| **Unit Overview** *(Identify desired results):* **By the end of this unit the students will understand…**  |
| **YCIS English Standards of this unit:*** Speak with clarity and use appropriate intonation when reading and reciting texts
* Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns
* Know how to tackle unfamiliar words that are not completely decodable
* Read high and medium frequency words independently and automatically
* Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns including common inflections and use of double letters
* Engage with books through exploring and enacting intepretations
* Explore how particular words are used, including words and expressions with similar meanings
* Draw on knowledge and experience of texts in deciding and planning what and how to write
* Use question marks, and use commas to separate items in a list
* Write legibly, using upper and lower case letters appropriately within words, and observing correct spacing within and between words
 |
| **Guiding Questions (3-5):**  |
| **Assessment** *(Determine acceptable evidence)***: They will demonstrate this understanding by…** |
| **Plan Learning Activities** |
| **Phase 1: Immersion in the text type**Shared ReadingMentor TextGuided Reading | **Phase 2: Deconstruction of the text type**Modeled WritingGuided WritingShared Writing | **Phase 3: Writing**Independent Writing |
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**Writing targets embedded within this unit:**

1 Writing using similes

2 Writing text using metaphors

3

**Definitions:**

**Shared Reading:** Immersion in the text type-Teacher-led reading with students reading along to learn about features of the text

**Mentor Text:** Text in the genre that supports the work of the unit

**Guided Reading:** Small group explicit reading instruction with text

**Modeled writing:** teacher-led writing – teacher as the ‘expert writer’

**Shared Writing:** teacher-led writing with students contributing ideas as prompted by the teacher. Teacher scribes.

**Guided Writing:** the students writing with the teacher facilitating through prompts and supporting students as they write.

**Independent writing:** the student independently applies writing strategies modeled and their writing targets to plan, compose, draft and edit their own writing.