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| **Key stage:** 3 | **Year: 2** | **Term: Autumn 18** | **Topic: Long established fiction-Treasure Island** | | **Assessment focus: Fiction writing** | |
| **Objectives**  **Early Learning Goals (ELG)**  **National Curriculum/Pre KS1 Standards- Overarching objectives:**  **Comprehension**  Children read and understand simple sentences.  **Phonetics**  They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words.  **Expressive language**  They demonstrate understanding when talking with others about what they have read. | | | | | | **Key words:**  **Travel**  **Tourism**  **Voyage**  **Discovery**  **Island**  **Mutiny**  **Sea shanties**  **Pirates** |
| **The boxes below show both suggested activities and actual skills you are trying to develop through this topic at each level.**  **These are not definite lists – You should look at the individual mix of pupils within your groups and alter the planning accordingly.** | | | | | | |
| **Low (p3-4)** | | **Middle (P5-7)** | | **High (P8+)** | | |
| **Key skills (expected outcomes)** | | | | | | |
| **22-36 months-ELG**  **The pupil/s can:**  **Give meaning to marks they make as they draw, write or paint.**  **Begin to break the flow of speech into words**  **May attempt to write, paint or draw letters from their own name**  **Sometimes give meaning to the marks they draw**  **Ascribes meaning to marks they see in different places**  **Distinguishes between different marks they make**  **Composition Standard 1**  **The pupil can:**  **• say, sign or alternatively communicate an appropriate word to complete a sentence when the adult pauses**  **(e.g. ‘We’re going to the…zoo/park/shop/beach’).**  **Transcription Standard 1**  **The pupil can:**  **• draw lines or shapes on a small or a large scale (e.g. on paper, or in the air, or**  **sand).**  **Composition standard 1**  **The pupil can:**  **• say a clause to complete a sentence that is said aloud (e.g. ‘When we went to**  **the beach today…we ate ice cream / I played in the sand / it was hot’).**  **Transcription Standard 1**  **The pupil can:**  **• form correctly most of the 10+ lower-case letters in Standard 2 of English**  **language comprehension and reading**  **• identify or write these 10+ graphemes on hearing corresponding phonemes.** | | **30-50 months-ELG**  **The pupil/s can:**  **Continue a rhyming string**  **Hear and say the initial sounds in words**  **Begin to break the flow of speech into words**  **Can segment sounds in simple words and blend them together**  **Link sounds to letters, naming and sounding to some of the letters of the alphabet**  **Use some clearly identifiable letters to communicate meaning, represent some sounds correctly and in sequence**  **Write own name or forms identifiable letters from name**  **Composition Standard 2**  **The pupil can:**  **• say a clause to complete a sentence that is said aloud (e.g. ‘When we went to**  **the beach today,…we ate ice cream / I played in the sand / it was hot’).**  **Transcription Standard 2**  **The pupil can:**  **• form correctly most of the 10+ lower-case letters in Standard 2 of English**  **language comprehension and reading**  **• identify or write these 10+ graphemes on hearing corresponding phonemes.**  **Composition Standard 3**  **The pupil can:**  **• make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences**  **• write a caption or short phrase using the graphemes that they already know.**  **Transcription Standard 3**  **The pupil can:**  **• form correctly most of the 20+ lower-case letters in Standard 3 of English**  **language comprehension and reading**  **• identify or write these 20+ graphemes on hearing the corresponding phonemes**  **• spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot).** | | **40-60 months-ELG**  **The pupil/s can:**  **Link sounds to letters, naming and sounding the letters of the alphabet**  **Uses some clearly identifiable letters to communicate meaning, represent some sounds correctly and in sequence**  **Writes own name and other things such as labels and captions**  **Attempts to write short sentences in meaningful context**  **Composition Standard 3**  **The pupil can:**  **• make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences**  **• write a caption or short phrase using the graphemes that they already know.**  **Transcription Standard 3**  **The pupil can:**  **• form correctly most of the 20+ lower-case letters in Standard 3 of English**  **language comprehension and reading**  **• identify or write these 20+ graphemes on hearing the corresponding phonemes**  **• spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot).**  **Composition Standard 4**  **The pupil can:**  **• make up their own sentences and say them aloud, after discussion with the teacher**  **• write down one of the sentences that they have rehearsed.**  **Transcription Standard 4**  **The pupil can:**  **• form most lower-case letters correctly**  **• identify or write the 40+ graphemes in Standard 4 of English language**  **comprehension and reading on hearing the corresponding phonemes**  **• spell words by identifying the phonemes and representing the phonemes with**  **graphemes, including words with consonant clusters and simple digraphs (e.g.**  **frog, hand, see, chop, storm, splash)**  **• spell a few common exception words (e.g. I, the, he, said, of).** | | |
| **Activities for reading and writing** | | | | | | |
| * Activities that encourage mark making * Activities that encourage pencil control/grip * Posture and correct sitting to be writing ready * Fine and gross motor skill activities e.g. finger/brain gym * Have a mark making station set up in class and encourage pupils to write/mark make for pleasure/independently * Use sentence boards/communication key rings * 3 step communication * Use phonics wherever possible in class * Give opportunities for seeing and making letters, making sounds, singing, rhyming, etc * Call and response songs and texts | | * Activities that encourage pencil control/grip * Posture and correct sitting to be writing ready * Fine and gross motor skill activities e.g. finger/brain gym * Give opportunities to read and write in class, set up a role play area around the topic or theme * Encourage good posture * Labels and captions around the class both functional and linked into topic or theme * Become familiar with all letters of the alphabet-See them, say them, write them * Use and practice phonics wherever possible in class * Encourage independent reading and writing * Encourage pupils to read a wider range of genre including **non-**f**iction** books * Be introduced to non-fiction books that are structured in different ways | | * Activities that encourage pencil control/grip * Posture and correct sitting to be writing ready * Fine and gross motor skill activities e.g. finger/brain gym * Give opportunities to read and write in class, set up a role play area around the topic or theme * Encourage good posture * Become increasingly familiar with and retell a wider range of stories (**Fiction**) * Become increasingly familiar with **non-fiction** books and know and understand they give us information * Retrieve and record information from **non-fiction** * Use dictionaries to check meaning of words * Begin to learn the conventions of writing, for example greetings in a letter, an entry in a diary * Begin to distinguish between statements of facts and opinions * Pupils should begin to learn about cause and effect in both **narrative** and **non-fiction**, for example, what has prompted a characters behaviour * Recognise themes in what they have read or heard | | |
| **Activities for drama and role play** | | | | | | |
| * **HOT SEATING-**A character is questioned by the group about his or her background, behaviour and motivation. Characters may be hotseated individually, in pairs or small groups. * **FREEZE FRAME**-Working in small groups or a whole class, the pupils create a moment that shows the action in a narrative frozen in time, as if the pause button has been pressed. This allows them to think about what is going on for each of the characters in the frame, or to consider what is happening from different points of view.   **NB-This is a cross curricular theme, Humanities, music and Art will be linked in this half term.** | | * **THOUGHT TAPPING**-When the freeze-frame has been created, the teacher moves quietly and slowly between the characters in the scene. At the teacher’s given signal to an individual child, that child - in character - voices their thoughts aloud in a few words. This allows all the children to hear what some or all of the characters are thinking at that very moment. * **ROLE ON THE WALL**-A character is depicted and developed in a visual way using a large format note making strategy. The teacher can use a flipchart, whiteboard, large screen or a big piece of paper displayed ‘on the wall’. A simple character shape such as a stick person is drawn. The character may already be partly developed, for example through reading the first chapter of a class novel (What do we already know about this person?), or the children may be creating the character from scratch (What do we want this character to be like?). As children contribute their own ideas, the teacher adds brief notes to the visual in an appropriate position. Encourage children to talk and think about different dimensions of the character. For example, if they focus on physical description ask them what kind of person this might be. | | * **DRAMA**-Use drama as a ‘talk for writing’ strategy. Drama activities can be used to support discussion and oral/written outcomes for this unit of work. * Use drama techniques to promote discussion about the story and/or to prepare for the writing of your own adventure story. * **WHOLE KEY STAGE THEMED DAY**-September 19th is international talk like a pirate day. Arrange an event within your key stage that incorporates role play and dressing up. * **CLASS VISITS**-Visit the Black Pearl in New Brighton, cross the Mersey by ferry * **WHOLE SCHOOL PRODUCTION**-September 2018 Treasure Island. | | |
| **Weblinks**   * National Literacy Trust * <http://downloads.bbc.co.uk/schoolradio/pdfs/treasure_island.pdf> * TES Resources | | **Outdoor Learning**   * Encourage role play and drama in a larger space * Re enact being onboard a pirate ship * Read and follow maps * Encourage participation in activities * Read stories outdoors * Mark making | | **Resources**  **At individual classes discretion.**  **IMPORTANT-Buy a copy of Treasure Island that is appropriate for the ability of the learners in your class and claim the money back from the English budget.** | | |