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| ***Prior Assessment, Key Questions,***  ***Hook (also see purpose and audience)***  Linked to topic - Children are learning about the UK and the capital city of London in Geography and will soon be learning about the Great Fire of London in History. This Literacy focus of London landmarks will help to spark interest in our capital city and deepen learning.  Make reference to any visits children have made to London and encourage children to bring in any photographs of visits to the landmarks.  Read the story ‘Paddington and the Grand Tour?’ by Michael Bond as part of our story time to create interest about London and its landmarks. Teacher also to share powerpoint, photographs and fact cards about the landmarks. Focus on dictation and simple sentence writing for all children to achieve accurately punctuated sentences.  Encourage fact finding and class discussions about the landmarks by having spot tray areas with information, photographs and a sketching area. This will also closely link to our Geography area where children can locate London.  **Questions**  Where is London?  What is the capital city of England?  Can you name some on London’s famous landmarks?  What do you know about: The London Eye, Tower Bridge, Big Ben, Buckingham Palace?  Tell me 2 facts about… ? | **YEAR 1**  **Spring 1**      Non-chronological report about London and its landmarks | **1. PLANNING**  The children will practise orally building sentences about the London landmarks using different sentence stems to spark interest – i.e. Did you know…? Surprisingly… Interestingly…  Children will begin by researching about the London landmarks with a peer. The next stage will be creating a plan of the London landmarks they find the most interesting and wish to write about– working with a peer to write bullet points of key information.  Children will use knowledge from handwriting lessons to write using the Y1 line guides and present their facts neatly.  Children will recap adjectives and question marks so that interesting sentences and engaging questions can be written to entertain and inform the reader.  Be mindful about the current phonics phase of each child as we have not yet covered all of the Phase 5 sounds. If words are discussed using phase 5 sounds, have the word available in a word bank or discuss the new grapheme in advance.  Challenge HA by using commas in a list and how to use a question mark. |
| **Main outcome: To write an information report about the London landmarks.**  **Oral composition:**  To be able to say a simple sentence including the conjunction ‘and’.  Challenge: to be able to use commas in a list  **Composition:**  To be able to write a sentence using the conjunction ‘and’ to provide more information.  Challenge: to be able to use commas in a list  **SEND:**  To be able to name a London landmark and use an appropriate adjective – e.g. Buckingham Palace – big. Tower Bridge - tall. Aim combine these into a sentence. Buckingham Palace is big.  **PURPOSE AND AUDIENCE:** To develop knowledge about London and its landmarks linked to our Geography topic, the UK. This will allow children to have lots of repetition of facts and allow them to practise accuracy in sentence writing. Children will be able to tell others about exciting new facts about London – parents and younger children. Writing will also be shared and celebrated in class. Children will provide warm feedback to their peers. |
| **2. DRAFTING**  Model (WAGOLL) will be used to inspire children’s writing and ideas. Share in stages – first WAGOLL focus on introducing the city of London, sentences to share facts about the landmarks and a conclusion about visiting London. For HA children challenge the use of a question mark – Did you know.. ? and commas in a list, especially for the many features of Buckingham Palace.  Literacy Books will be used to practise writing words and sentences linked to the SPAG focus of ‘and’. Practice time will be scaffolded so that children can develop their independence in writing longer sentences. Plenty of oral rehearsal of sentences and dictation for those children who need structure.  Children will be able to orally describe the landmarks using new vocabulary (adjectives or verbs). Children will also prepare for writing by creating a plan centred around a child’s favourite landmark, using their phonics knowledge and sound / word banks.  Clear modelling will be provided by the teacher at each stage of the writing. First the teacher models then the children will write with some support and guidance before moving onto their independent writing in the ‘Writing Stage’. | **3. WRITING**  Literacy Books will be used to write words and sentences about the landmarks, centred around the learning objectives. This writing will be independent with children using what they have practised in their drafting to help them to meet the learning objectives.  Model chronological report about London, which will be used (WAGOLLs) to inspire children’s writing and ideas. This will be up to 6 sentences about one of London’s landmarks and contain correct punctuation, new vocabulary and will also include the use of questions to challenge our higher ability writers. This will be used in the modelling process to highlight punctuation, grammar and vocabulary choices. It will also help for children to see correct letter formation, spacing and the new handwriting lines in action.  Literacy Books will be used to practise writing words and sentences linked to the SPAG focus.  Clear modelling will again be provided by the teacher at each stage of the writing. First the teacher models then the children will write with some support and guidance before moving to their independent writing.  Example words to describe: see **vocabulary**  Example modelled sentence:  Did you know that the London Eye has 32 pods?  Surprisingly it has a royal pod for the king! | **4. REVISING AND EDITING**  Children check writing against success criteria. Teacher to model this as this is the first piece of writing (build up to peer editing). Have they used capital letters/full stops correctly? Have they used the conjunction ‘and’ or ‘because’? Are they including adjectives or verbs to add interest for the reader?  Has the child formed their letters correctly? Teacher to always model correct formation for any reversals.  **5. PUBLISHING**  Use drafting and practice pieces to inform final non-chronological report.  Each child to have a focus / target based on their revision or edit. For example: ‘To remember my full stops at the end of a sentence’.  Remind children of audience and purpose to encourage and engage children in writing their best piece.  Share a child’s WAGOLL and as a class evaluate what features it has that meet our success criteria, identifying next steps moving forward. |
| **Spelling, Grammar, Punctuation, Language features:**  Use **capital letters** at the beginning of the sentence and **full stops.**  Introduce features of a **non-chronological report** – contains facts.  Re-cap adjectives, question marks.  Re-cap use of handwriting line guides, reinforce correct **letter formation** | **Vocabulary**  London  landmarks  London Eye, Tower Bridge, Big Ben, Buckingham Palace, The London Underground.  unique, magnificent, intricate  architect  Sir Christopher Wren  Sentence starters:  Surprisingly…  Interestingly…  Did you know… ? |