



<p>Subject:</p>	<p>Literacy -Read Write Inc - Fresh Start reading and phonics instructions</p>	
<p>Class: Elephants</p>	<p>Teacher: Sukhi Lall</p>	<p>Term: Autumn 1</p>
<p>Key Vocabulary: Time/sequence, first, then, before, next, gradually, meanwhile, once, after, when, while, finally, (add) and, as well as, also, too, however, despite this, again, in addition, Present tense, Imperative and formal tone, Second person, Detailed factual information, bossy verbs, implicit instructions, Clarity emphasis, key features, purpose, tells us how to do things, goal, list of things needed, set out steps in order, adverbs to make things clearer, diagrams, pictures, Step-by- step guides,</p>	<p>Alternative Learning Environments School environment Locate leaflets Recipes for school kitchen, Old manuals</p>	<p>Resources: Twinkle Resources Recipes, How to... Activity Instructions, Science investigation Class instructions Recipes text, Manuals, leaflets,</p>

Unit Aim: child will be taught to ... recognise the main features and write increasingly complicated **instruction** texts as part of their ... non-fiction literacy work. What is an **instruction** text? An **instruction** text is a text that explains to someone ...

Explainthe imperative verb is 'fold'. Imperative verbs are used in **instruction** manuals and ...

Write **instruction** texts write **instructions** for.Make sure the **instructions** are for ... something you have done yourself before.

Write your **instructions** on a separate piece of paper.

Prior Learning:

Children should have developed an understanding of the importance of giving instructions and listening carefully to instructions.

Future Learning:

When you're writing instructions it's important to put everything in the right order. Understand the importance of using imperative 'bossy' verbs for clarity. Pupils to write own instructions for a range of purposes, applying their knowledge of key features

Unit Expectations:

All: identify key features and write instructions using some imperative verbs to explain each step clearly in sequence or order.

Some: write instructions effectively for a range of purposes and audience, selecting the language that shows good awareness of the reader. Use a range of devices to build cohesion within the paragraphs. Use bossy verbs correctly

A Few: write effectively for a range of purposes and audience, selecting the appropriate form and drawing independently on what they read as models for their own writing. Use a range of punctuation taught in previous lessons to enhance meaning of text.

Links with other subjects:

ICT: to follow algorithm

Maths: Sequences

Art: mixing colours/using media

History: Sequences events from the past

Science: plan and carry out experiments in correct order

Pupil Asset Milestones to be achieved:

Subject English Writing composition for Instructions
Stage 3
Expresses time, place and cause using conjunctions (e.g. when, before, after, while, so, because).
Expresses time, place and cause using adverbs (e.g. then, next, soon, therefore).
Expresses time, place and cause using prepositions (e.g. before, after, during, in, because of).
Attempts to use paragraphs as a way to group related material.
Shows awareness of headings and sub-headings to aid presentation.
Makes some use of the present perfect form of verbs, instead of the simple past (e.g. 'He has gone out to play', contrasted with, 'He went out to play')
Attempts to use paragraphs as a way to group related material.
Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar.
Discusses and records ideas
Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar.
Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures.
Makes some attempt to define paragraphs by organising ideas with related points placed next to each other. (e.g. one sentence paragraphs, or ideas loosely organised).
In narratives creates settings, characters and plot, with some attempt to elaborate on basic information or events (e.g. nouns expanded by simple adjectives).
In non-narrative material, uses simple organisational devices (e.g. headings and sub-headings).
Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures.
Makes some attempt to define paragraphs by organising ideas with related points placed next to each other. (e.g. one sentence paragraphs, or ideas loosely organised).
In narratives creates settings, characters and plot, with some attempt to elaborate on basic information or events (e.g. nouns expanded by simple adjectives).

In non-narrative material, uses simple organisational devices (e.g. headings and sub-headings).
Stage 2
Uses subordination (using when, if, that, because) and co-ordination (using or, and, but).
Uses expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon).
Shows understanding of the grammatical patterns in a sentence, indicating its function as a statement, question, exclamation or command
Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.
Uses commas to separate items in a list.
Uses apostrophes to mark where letters are missing in spelling.
Uses apostrophes to mark singular possession in nouns (e.g. the girls name).
Plan and write:
Plans or says out loud what they are going to write about.
Writes down ideas and/or key words, including new vocabulary.
Encapsulates what they want to say, sentence by sentence
Stage 1
Understands how words can combine to make sentences.
Joins words and clauses using 'and
Separates words with spaces.
Shows some awareness of capital letters, full stops, question marks and exclamation marks to demarcate sentences.
Sequences sentences to form short narratives
Re-reads what they have written to check that it makes sense.
Discusses what they have written with the teacher or other pupils.
Reads aloud their writing clearly enough to be heard by their peers and the teacher
Spells words containing each of the 40+ phonemes already taught.
Spells common exception words.
Stage W/K9

Sukhi Lall - Elephants -Term 1 21-22 - Instructions

Contributes own ideas to brainstorming.
Contributes ideas to group letter writing
Adds own ideas to group story writing activities.
Chooses an appropriate layout depending on purpose.
States the different uses for writing Uses appropriate vocabulary when dictating text for a picture or diagram.
Writes a list for a purpose.
Uses key words appropriately to label a simple diagram

<p>2 13/09/21</p>	<p>Lesson Objective I can say the sound I can read the sound I can review the sound and read the words I can spell the sound and the word</p> <p>Activities READ WRITE INC ZB AD SW. Orange set 1 1-10 Adult guidance, develop independence when working on text KG complete Green set 1book 10 move to Purple Set 2 1-10 RO Yellow Set 1 1-10 TH Green Set 1 1-10 Book 5 Adult support JK - Fresh Start Module 6 Independent with some guidance</p>	<p>Lesson Objective I can read the green words I can say the sounds I can review the word and read the word I can spell the story green words</p> <p>Activities READ WRITE INC ZB AD SW. Orange set 1 1-10 Adult guidance, develop independence when working on text KG complete Green set 1book 10 move to Purple Set 2 1-10 RO Yellow Set 1 1-10 TH Green Set 1 1-10 Book 5 Adult support JK - Fresh Start Module 6 Independent with some guidance</p>	<p>Lesson Objective I can name the single syllabic words I can read the multi-syllabic words and find the root words and suffixes/prefixes I can read the story I can read the red words for spelling rhythm I can use correct handwriting patterns to form a neat consistent style.</p> <p>Activities READ WRITE INC ZB AD SW. Orange set 1 1-10 Adult guidance, develop independence when working on text KG complete Green set 1book 10 move to Purple Set 2 1-10 RO Yellow Set 1 1-10 TH Green Set 1 1-10 Book 5 Adult support JK- Fresh Start Module 6 Independent with some guidance</p>	<p>Lesson Objective I can watch a set of instructions and discuss the sequence in order. I can show</p> <p>Activities Ask the children what the word <i>instructions</i> means. Take ideas on w/b Show the children the Rice Krispie cakes instructions on A3. Highlight the features of an instruction text: Goal/aim i.e. title: "How to make a ..." List of items needed Sequenced order of steps Evaluation or concluding steps</p>	<p>Lesson Objective I can order instructions for simple recipe and follow them accurately when baking the cakes .</p> <p>Activities Read the recipes, instruction to make the cakes. Highlight the imperative verbs Organise with guidance from adults per pair. Gather equipment and ingredients Make the Rice Krispies Record the order in exercise book Evaluate how the instruction helped make the cakes</p>
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<p>3 20/09/21</p>	<p>Lesson Objective I can say the sound I can read the sound I can review the sound and read the words I can spell the sound and the word</p> <p>Activities READ WRITE INC ZB AD SW. Orange set 1 1-10 Adult guidance, develop independence when working on text KG complete Green set 1book 10 move to Purple Set 2 1-10 RO Yellow Set 1 1-10 TH Green Set 1 1-10 Book 5 Adult support JK - Fresh Start Module 6 Independent with some guidance</p>	<p>Lesson Objective I can read the green words I can say the sounds I can review the word and read the word I can spell the story green words</p> <p>Activities READ WRITE INC ZB AD SW. Orange set 1 1-10 Adult guidance, develop independence when working on text KG complete Green set 1book 10 move to Purple Set 2 1-10 RO Yellow Set 1 1-10 TH Green Set 1 1-10 Book 5 Adult support JK - Fresh Start Module 6 Independent with some guidance</p>	<p>Lesson Objective I can name the single and multi-syllabic words I can find the root words and suffixes/prefixes I can read the story and red words for spelling rhythm I can use correct handwriting patterns to form a neat consistent style.</p> <p>Activities READ WRITE INC ZB AD SW. Orange set 1 1-10 Adult guidance, develop independence when working on text KG complete Green set 1book 10 move to Purple Set 2 1-10 RO Yellow Set 1 1-10 TH Green Set 1 1-10 Book 5 Adult support JK- Fresh Start Module 6 Independent with some guidance</p>	<p>Lesson Objective I can help the postman to follow the instructions carefully.</p> <p>Activities Watch BBC <u>Animated story - Larry's first day as a postman - KS1 English - BBC Bitesize</u> Watch the video and listen to instruction given to the postman. How can we help him? play the left, right, step forwards, step backwards game; the directions are called out and everyone turns or steps accordingly. reaches the 'treasure'</p>	<p>Lesson Objective I can draw the right set of instructions for the postman I can use imperative verbs to help the postman directions.</p> <p>Activities Recap on the instructions from the video. share images to show the postman how to organise his letters. At a wrong move, a player sits down until only one person is left standing. Treasure search with simple pictorial clues; each picture leading to the place to find the next clue until someone route</p>
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<p style="text-align: center;">4 27/09/21</p>	<p>Lesson Objective I can say the sound I can read the sound I can review the sound and read the words I can spell the sound and the word</p> <p>Activities READ WRITE INC ZB AD SW. Orange set 1 1-10 Adult guidance, develop independence when working on text KG complete Green set 1book 10 move to Purple Set 2 1-10 RO Yellow Set 1 1-10 TH Green Set 1 1-10 Book 5 Adult support JK - Fresh Start Module 6 Independent with some guidance</p>	<p>Lesson Objective I can read the green words I can say the sounds I can review the word and read the word I can spell the story green words</p> <p>Activities READ WRITE INC ZB AD SW. Orange set 1 1-10 Adult guidance, develop independence when working on text KG complete Green set 1book 10 move to Purple Set 2 1-10 RO Yellow Set 1 1-10 TH Green Set 1 1-10 Book 5 Adult support JK - Fresh Start Module 6 Independent with some guidance</p>	<p>Lesson Objective I can name the single and multi-syllabic words I can find the root words and suffixes/prefixes I can read the story and red words for spelling rhythm I can use correct handwriting patterns to form a neat consistent style.</p> <p>Activities READ WRITE INC ZB AD SW. Orange set 1 1-10 Adult guidance, develop independence when working on text KG complete Green set 1book 10 move to Purple Set 2 1-10 RO Yellow Set 1 1-10 TH Green Set 1 1-10 Book 5 Adult support JK- Fresh Start Module 6 Independent with some guidance</p>	<p>Lesson Objective I can compare two sets of instructions; explain why one set of instructions is superior to another</p> <p>Comprehension – evaluate and comment on a text; answer referential and inferential questions.</p> <p>Activities Children read and compare two sets of instructions, deciding which of the two is better and in what ways the less good set are ineffective. They then read a short text about Hasbro the games makers and answer questions on the text</p>	<p>Lesson Objective Comprehension – evaluate and comment on a text; answer referential and inferential questions</p> <p>Activities Children write letters to Hasbro explaining what is wrong with the instructions they accidentally put in with some Connect 4 games. They include a few instructions in their letter. These instructions take the form of commands containing imperative verbs.</p>
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<p>5 04/10/21</p>	<p>Lesson Objective I can say the sound I can read the sound I can review the sound and read the words I can spell the sound and the word</p> <p>Activities READ WRITE INC ZB AD SW. Orange set 1 1-10 Adult guidance, develop independence when working on text KG complete Green set 1book 10 move to Purple Set 2 1-10 RO Yellow Set 1 1-10 TH Green Set 1 1-10 Book 5 Adult support JK - Fresh Start Module 6 Independent with some guidance</p>	<p>Lesson Objective I can say the sound 'or' I can repeat the sound and read the sentence I can read the words from the speed sounds list I can read the green and red words I can read some of the nonsense words I can spell using Fred Fingers</p> <p>Activities READ WRITE INC ZB AD SW. Orange set 1 1-10 Adult guidance, develop independence when working on text KG complete Green set 1book 10 move to Purple Set 2 1-10 RO Yellow Set 1 1-10 TH Green Set 1 1-10 Book 5 Adult support JK - Fresh Start Module 6 Independent with some guidance</p>	<p>Lesson Objective I can name the single and multi-syllabic words I can find the root words and suffixes/prefixes I can read the story and red words for spelling rhythm I can use correct handwriting patterns to form a neat consistent style.</p> <p>Activities READ WRITE INC ZB AD SW. Orange set 1 1-10 Adult guidance, develop independence when working on text KG complete Green set 1book 10 move to Purple Set 2 1-10 RO Yellow Set 1 1-10 TH Green Set 1 1-10 Book 5 Adult support JK- Fresh Start Module 6 Independent with some guidance</p>	<p>Lesson Objective I know how to use coding to write a set of instructions for Lego Game I can use bossy verbs when giving out instructions</p> <p>Activities Teaching cave resources Teaching Instructions to KS1 Literacy Instructions Ideas Explanations and Procedural Writing Imperative Bossy Verbs Worksheets - TeachingCave.com</p>	<p>Lesson Objective I can write the instructions for the Lego model for others to follow I can work in pairs to carry out the instructions</p> <p>Activities Teaching Cave resources Microsoft Word - Coding.docx (teachingcave.com)</p>
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<p>6 11/10/21</p>	<p>Lesson Objective I can say the sound I can read the sound I can review the sound and read the words I can spell the sound and the word</p> <p>Activities READ WRITE INC ZB AD SW. Orange set 1 1-10 Adult guidance, develop independence when working on text KG complete Green set 1book 10 move to Purple Set 2 1-10 RO Yellow Set 1 1-10 TH Green Set 1 1-10 Book 5 Adult support JK - Fresh Start Module 6 Independent with some guidance</p>	<p>Lesson Objective I can read the green words I can say the sounds I can review the word and read the word I can spell the story green words</p> <p>Activities READ WRITE INC ZB AD SW. Orange set 1 1-10 Adult guidance, develop independence when working on text KG complete Green set 1book 10 move to Purple Set 2 1-10 RO Yellow Set 1 1-10 TH Green Set 1 1-10 Book 5 Adult support JK - Fresh Start Module 6 Independent with some guidance</p>	<p>Lesson Objective I can name the single and multi-syllabic words I can find the root words and suffixes/prefixes I can read the story and red words for spelling rhythm I can use correct handwriting patterns to form a neat consistent style.</p> <p>Activities READ WRITE INC ZB AD SW. Orange set 1 1-10 Adult guidance, develop independence when working on text KG complete Green set 1book 10 move to Purple Set 2 1-10 RO Yellow Set 1 1-10 TH Green Set 1 1-10 Book 5 Adult support JK- Fresh Start Module 6 Independent with some guidance</p>	<p>POP-UP LITERACY Lesson Objective I can listen to the story from our author Cristian Darkins I can identify the main characters and describe how they may look</p> <p>Activities W/C Listen to the story. Read chapters 1 to 4 Stop to ask questions Share information about the author from Pop-up Literacy Discuss the zombie robot – who is he? What is he?</p> <p>In pairs talk about the zombie robot -draw a picture of the zombie robot and add a caption</p> <p>Explain what the zombie robot can do</p> <p>Share with the class and explain what their zombie robot can do.</p>	<p>Lesson Objective I can listen to the story from our author Cristian Darkins I can recap on the last chapters from the story I can identify the main characters and describe how they may look</p> <p>Activities W/C Recap on previous chapters and the zombie robots Listen to the story. Read chapters 5-8 Stop to ask questions Share information about the author from Pop-up Literacy Discuss the zombie robot - who is he? What is he? In pairs talk how the zombie robot can turn people into robot Ask if that is possible? Explain what their robot could do?</p>
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<p style="text-align: center;">7 18/10/2</p>	<p>Lesson Objective I can say the sound I can read the sound I can review the sound and read the words I can spell the sound and the word</p> <p>Activities READ WRITE INC ZB AD SW. Orange set 1 1-10 Adult guidance, develop independence when working on text KG complete Green set 1book 10 move to Purple Set 2 1-10 RO Yellow Set 1 1-10 TH Green Set 1 1-10 Book 5 Adult support JK - Fresh Start Module 6 Independent with some guidance</p>	<p>Lesson Objective I can read the green words I can say the sounds I can review the word and read the word I can spell the story green words</p> <p>Activities READ WRITE INC ZB AD SW. Orange set 1 1-10 Adult guidance, develop independence when working on text KG complete Green set 1book 10 move to Purple Set 2 1-10 RO Yellow Set 1 1-10 TH Green Set 1 1-10 Book 5 Adult support JK - Fresh Start Module 6 Independent with some guidance</p>	<p>Lesson Objective I can name the single and multi-syllabic words I can find the root words and suffixes/prefixes I can read the story and red words for spelling rhythm I can use correct handwriting patterns to form a neat consistent style.</p> <p>Activities READ WRITE INC ZB AD SW. Orange set 1 1-10 Adult guidance, develop independence when working on text KG complete Green set 1book 10 move to Purple Set 2 1-10 RO Yellow Set 1 1-10 TH Green Set 1 1-10 Book 5 Adult support JK- Fresh Start Module 6 Independent with some guidance</p>	<p>POP-UP LITERACY Lesson Objective I can recall the events from our Pop-up author Cristian Darkins’s book I can identify the key events</p> <p>Activities W/C Recap on previous chapters and the zombie robots Listen to the story. Read chapters 9-10 Stop to ask questions Share information about the author from Pop-up Literacy Take the best bits from the story Sequence the key events Using junk model follow simple instruction to make the model of a zombie robot</p> <p>Use clay or playdough</p>	<p>POP-UP LITERACY Lesson Objective I can recall the events from our Pop-up author Cristian Darkins’s book I can identify the key events</p> <p>Activities W/C Using junk model follow simple instruction to make the model of a zombie robot</p> <p>Use clay or playdough/plasticine</p> <p>Share the models and evaluate each other's models</p>
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