

Year 1

Non Fiction – Week 3

### Day 11

#### Introduction

- Tell children what type of non-fiction text they are going to be exploring.
- Explain the main grammar or punctuation feature of that text e.g. imperative verbs in instructions, questions in information texts etc.
- Read the text through as a class. Children to search and find G or P feature that was explained earlier. TYP what does this feature do in the text? How does it help its purpose?
- Discuss what the text is about and its purpose e.g. instructions are telling you what to do, they need to be bossy and straight forward.

#### Word Reading

- Give each pair a copy of the text or phrases that they can read. Children read use strategies in RWI. Teacher to float and help where needed.

#### Zoom in on . . .

- Display a list of key features for that text type. Read each feature and explain what they are and what its purpose is i.e. imperative verbs are to boss, bullet points are to list etc.
- Look back at the text from earlier in the lesson. As a class find the features.

#### Bingo

- Using the text from word reading, in small groups, T to say a feature and children to highlight it.

### Day 12

#### Text Reading

- In pairs, children to have a copy of the text from yesterday. Either read independently in pairs or as a guided read following T who will read aloud.

#### Word Power

- Highlight some words from the text and look at what they mean or what they do in the text. Children to read these (with the help of the T/TA if needed). What does this word mean? Have these displayed throughout the week.

The vocabulary should be slightly stretching for the children. If no words in the book are stretching, choose a simple word and look at synonyms for that word.

### **Grammar/Punctuation**

- Look at an area of grammar or punctuation that relate to the text.
- Teach children how to use these and give examples of these i.e. adverbs of time, imperative verbs, questions, commands.
- TTYP to orally rehearse sentences using feature taught which relates to text taught.
- T to magpie one and model how write it. T to talk out loud showing thought process – capital letter, finger spaces, fredding etc.

### **Class Log**

- Either independently or in pairs, children to write up their sentence from the previous section to be added to the class log.
- Children to copy method T demonstrated previously.

## **Day 13**

### **Text Reading**

- In pairs, children to have a copy of a new text but from the same text type. This must be similar to the style of text that you are wanting the children to produce.
- Leave out one element of the text to complete in Write 1 i.e. an instruction, a part of the recount etc.
- Either read independently in pairs or ad a guided read following T who will read aloud.
- Children to find features taught throughout the week. Highlight or text mark the text.
- Magpie any words that are interesting/challenging to add to class wall.

### **Share Write**

- Look at the missing part. What needs to be here? What features? Grammar? Punctuation? Etc. Look at the feature list and class log so far for information.
- TTYP – What is needed? T to scribe ideas.
- TTYP – orally rehearse missing section of text together.
- On strips of paper, partners to write their ideas for missing section.
- T to magpie, modelling correct procedures for writing

### **Write 1**

- Explain to the children what the intended outcome of their writing will be.

- T to model how to plan. T to talk aloud throughout the modelling process.
- T's plan must be slightly different theme/topic as to what is expected from the children. (If needed, Y1 can use same theme until they develop as writers).

### **Write 2**

- Independently, in pairs or groups (dependent on T assessment of children), plan their non-fiction piece of writing on template T sees suitable.

## **Day 14**

### **Text Reading**

- Display a clean copy of yesterday's text. Children in pairs to have their own copy. T to say a feature, word etc and children to find it.

### **Write 3**

- T to model, using plan, writing non-fiction piece. Include children's input and talk out loud through whole process. Practise and model orally rehearsing sentences.
- Encourage children to orally rehearse sentences with you to get them in the habit of doing so.
- Display SC to model how to use this.

### **Write 4**

- Children to independently write from their own plan.

### **Editing \*This may not be introduced to later on in the term until children are confident with this.**

- **10 minutes minimum**
- Allow children to check their work against SC. Edit where needed.
- Read through work and use black pens to edit

## **Day 15**

### **Grammar and Punctuation (T or TA)**

- From AFL from piece of writing, pick out an area children are struggling with. T lead leading into independent activities

### **Editing (T or TA)**

- T or TA to edit 1:1 or small groups. Encourage children to find own mistakes and children to then work on their target and comment set.