Year 1
A non-fiction teaching sequence
A poetry teaching sequence
Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences

Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information.
Teaching Non-Fiction - KS1

• A Teaching Sequence
• Non-fiction reading
• Reading comprehension
• Punctuation and Grammar
• Text Structure and Organisation
• Planning, drafting, editing and publishing
• Writing at Greater Depth
Little Red
Phase 1

Reading

How are these texts organised?
How are they written?
Comprehension Questions

Phase 2

TSO
Spag

Phase 3

Writing

Shared Writing

Phase 4

Independent Writing
Publishing

Revise - Practise - Introduce - Practise - Apply
KS1 - Non-Fiction

• Labels, lists and captions
• Instructions
• Recounts
• Glossaries
• Present information
• Write non-chronological reports

…but remember the curriculum is not genre driven
‘The impact you have had here has been fantastic, and very visible in the classroom and pupils books.’

Bradford Headteacher

‘In 2014-15 attainment in writing at the end of key stage 1 was 42%. At the end of 2015-16 it is 62%. We attribute this to the support the school has received from Philip, in particular his 5 phase planning sequence. The quality of writing across key stage 2 has also improved. The phases have provided a consistent structure where learning builds upon prior learning. Teachers are clear about what they have to teach, why they have to teach it and how to deliver the teaching. This structure ensures that all aspects of the English curriculum are embedded. It particularly supports inexperienced staff and pupils who find it difficult to learn.’
Warm ups/quick tasks

• Contents prediction
• Fiction/Non-fiction sorting
• Make a contents page
• Glossary matching game

Quick Tasks/Warm Ups

• Fiction/Non-fiction sorting
• Make a contents page
• Glossary matching game
• Caption matching game
• Index sort
Fiction/Non-fiction sorting

This is a story about penguins.

This book includes facts about penguins.

Non-Fiction

It isn't true.

Blue Planet is non-fiction.
Prediction

Contents

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
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</thead>
<tbody>
<tr>
<td>The Red Robin</td>
<td>2</td>
</tr>
<tr>
<td>In the lock</td>
<td>6</td>
</tr>
<tr>
<td>Picnic</td>
<td>8</td>
</tr>
<tr>
<td>Map</td>
<td>12</td>
</tr>
</tbody>
</table>

Say the sounds:

sat pin md goc  
c ke  ur  h b  fff l l
Make a contents page

Fun on the Canal
Monica Hughes

Contents

- The Red Robin 2
- In the lock 6
- Picnic 8
- Map 12

Say the sounds

satpimdgcokkeurhbfll
Index sort

Blackbeard
punishment
food
Captain Hook
flags
maps
Anne Bonny
## Glossary matching game

<table>
<thead>
<tr>
<th><strong>crew</strong></th>
<th>the people who work together on a ship</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>surrender</strong></td>
<td>to give up without a fight</td>
</tr>
<tr>
<td><strong>navigation</strong></td>
<td>steering the ship the right way</td>
</tr>
<tr>
<td><strong>booty</strong></td>
<td>stolen treasure</td>
</tr>
</tbody>
</table>
GR Non-Fiction Ideas

- Introduction to the text
  - Cover me
  - Big Envelope

- Teaching Strategies
  - True, False and Prove it

- Independent Reading
  - Golden Ticket
  - Bookmarking
  - Lucky Dip
True, False and Prove it …

Captain Hook was written by J N Barrie

Vikings attacked on land as well as sea

There are real pirates
Test Question Practice

Find and Copy

Give two
1. 
2. 

Adverbial/question
When…….,
what/how…

Question Words
When...?  What...?
Why...?  Where...?
Who...?  How...?

What two/three
1. 
2. 
3. 

Italics to quote
Text extract in italics
or statement

Question
What Really Matters in Y1

Finger spaces
Applying phonics
Common exception words
Combining words to make sentences
Joining words and joining sentences with *and*
Sequencing sentences to form short narratives
Use of CAPS . ? !
Sound on - Vision off
## Y1-Animals including humans

<table>
<thead>
<tr>
<th>Science Skills</th>
<th>Science Content</th>
<th>Grammar</th>
<th>Genre and Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe</td>
<td>Identify</td>
<td>Combining words into sentences</td>
<td>Factual sentences</td>
</tr>
<tr>
<td>Compare</td>
<td>Plants</td>
<td>Using ‘and’</td>
<td>Non-chronological report</td>
</tr>
<tr>
<td>Contrast</td>
<td>Animals inc’</td>
<td>Sequencing sentences into short narratives</td>
<td>Diary (seasonal change)</td>
</tr>
<tr>
<td>Ask ...</td>
<td>humans</td>
<td>Regular plural noun suffixes</td>
<td>Poetry</td>
</tr>
<tr>
<td></td>
<td>Everyday materials</td>
<td>Prefixes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Seasonal change</td>
<td>Intro’ to Cap - full stop ! and ?</td>
<td></td>
</tr>
</tbody>
</table>

The robin has a red breast **and** it has brown wings. We saw some robin**s** in the bush**es**.

Robin

Scientific name: Erithacus rubecula

Bird family: Old World flycatchers and chats

UK conservation status: Green

Protected by The Wildlife and Countryside Act 1981
Where do robins live?  What do they look like?

What do they eat?  Fascinating Facts
Key information
The UK's favourite bird - with its bright red breast it is familiar throughout the year and especially at Christmas! Males and females look identical, and young birds have no red breast and are spotted with golden brown. Robins sing nearly all year round and despite their cute appearance, they are aggressively territorial and are quick to drive away intruders. They will sing at night next to street lights.

What they eat:
Worms, seeds, fruits, insects and other invertebrates.

Measurements:
- Length: 14cm
- Wingspan: 20-22cm
- Weight: 14-21g

Population: 6,700,000 territories
UK breeding: 6,700,000 territories
sing all year round

will sing by streetlights

defend their territory
All over the UK

nest near the ground in trees and bushes
What they eat

worms, seeds, fruit, insects, invertebrates

at first they are fed by both of their parents
What they look like
brown  feathers 
red  breast 
thin  legs
<table>
<thead>
<tr>
<th><strong>juvenile</strong></th>
<th>a young robin</th>
</tr>
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<tbody>
<tr>
<td><strong>invertebrate</strong></td>
<td></td>
</tr>
<tr>
<td><strong>territory</strong></td>
<td></td>
</tr>
<tr>
<td><strong>breast</strong></td>
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Phase 3 - Planning - Drafting - Editing

Shared Writing
Think it …
Add - Revise - Correct
Write a Wagoll for ARE

The huge, white coach was full of excited children who chattered away whilst they were travelling. They were excited because they were going to a party. The luxury coach set off at 10 o’clock and the journey only took fifteen minutes because the Mayfield Centre is not far away.

Joining words and joining sentences with *and*

Sequencing sentences to form short narratives

Use of CAPS . ? !

and ....
Common Exception Words
Y1

the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used
What is a sandpiper? The sandpiper is a bird that lives on the seashore. It is a wader bird with thin legs and a long black beak. They can be seen in England for parts of the year. A sandpiper finds its food by digging under the sand for sea creatures.
Phase 4 - Publishing
GD in Y1

The pupil has embedded all Y1 learning and is using it independently and accurately when sequencing sentences to form short narratives.

<table>
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<tr>
<td><strong>The pupil can, after discussion with the teacher:</strong></td>
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<tr>
<td>always think of the reader as they write, making precise word choices</td>
</tr>
<tr>
<td>always know when to use the joining word <em>and</em> in a sentence, using it appropriately and sparingly</td>
</tr>
<tr>
<td>consistently use the full range of punctuation taught by the end of Year 1 mostly accurately and sparingly</td>
</tr>
<tr>
<td>consistently use their Phase 2, Phase 3, Phase 4, Phase 5 and Phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly</td>
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<td>improve writing after discussion with the teacher</td>
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**Audience and Purpose Vocabulary**

**Grammar Punctuation**

**Transcription**

**Editing**
KS1 Reading Paper 1 2016 - Text Type

- Poem: 25%
- Story: 35%
- Non-fiction: 40%
worditout.com
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Seasons come, seasons go...  

TREE

Britta Teckentrup

A timeless tale of new beginnings...

Peek through the holes in the tree to find a busy world of nature at work through rain and shine, wind and snow. Each season of the year is brought to life by Britta Teckentrup’s beautiful artwork.
In the forest, all is still,  
Gripped by winter’s icy chill.

Owl sit watching in his tree …  
No one sees as much as he.

Snow is melting all around,  
Shoots are peeping through the ground.

In the trees, young bear cubs play.  
Spring cannot be far away.

Blossom falls and leaves are growing,  
A gentle springtime breeze is blowing.
A teaching sequence - Y1

Phase 1
- Prediction
- Reading aloud

Phase 2
- New vocabulary
- Comprehension

Phase 3
- Class Poem

Learning by heart

Performing and evaluating
Revised Framework for Literacy
Support for Writing

Text Types Guidance & Progression Papers
In the forest, all is still,
Gripped by winter’s icy chill.
Owl sits watching in his tree
No one sees as much as he.
Snow is melting all around,
Shoots are peeping through the ground
Hedgehog comes snuffling in his prickly coat, scuffling the leaves for slugs.

Cat comes soft as a moth, a shadow painted on the lawn by moonlight.

Owl comes floating, sits still as a cat on the wall watching, listening.

Mouse freezes under the leaves on tiptoe paws, quick eyes pin bright, hungry.

Irene Rawnsley
In the forest, all is still, 
Gripped by winter’s icy chill.

Owl sit watching in his tree … 
No one sees as much as he.

Snow is melting all around, 
Shoots are peeping through the ground.

In the trees, young their Cubs play. 
Spring cannot be far away.

Blossom falls and leaves are growing, 
A gentle springtime breeze is blowing.
Rocky pools

Low tide.

Pools of water between rocks.

Full of life.

Little fish live in them.
The people at the control centre begin the countdown, five, four, three, two, one…

Flames blast out of the end of the rocket. We have lift off!

As the rocket takes off, the ground shakes.

At first it goes slowly. In one minute it is faster than a jet plane, and in another few minutes .25 times faster.
The people at the control centre begin the countdown, five, four, three, two, one…

Flames blast out of the end of the rocket. We have lift off!

The ground shakes.

At first slowly, faster than a jet plane, .25 times faster.
Countdown,
five,
four,
three,
two,
one…

Flames

We have lift off!

The ground shakes.

At first slowly - then…

Faster than a jet plane

25 times faster.
The UK's favourite bird - with its bright red breast it is familiar throughout the year and especially at Christmas! Males and females look identical, and young birds have no red breast and are spotted with golden brown.

Robins sing nearly all year round and despite their cute appearance, they are aggressively territorial and are quick to drive away intruders. They will sing at night next to street lights.
Favourite bird
Bright red breast
Christmas!
Young birds spotted
Golden brown
Robins sing all year round
Territorial
Drive way intruders
Sing at night
Summary

• Security of a reading to writing sequence - fiction - non-fiction and poetry

• Application of phonics and spelling

• Active involvement

• An introduction to non-fiction

• Focus upon what really matters in English and across the curriculum - use time well

• Develop reading comprehension

• Reading - speaking and listening - modelling - writing - improving
What will you?

• Stop doing
• Start doing
• Keep doing