

# Describing Dinosaurs : English : Year 1

|                 | Learning Objective   | Overview  | Assessment Questions   | Resources   |
|-----------------|--|---|--|---|
| <b>Lesson 1</b> | To learn what an adjective is and use them to describe a dinosaur.     | In this first lesson the children will be introduced to adjectives and the different ways they can describe a noun. They will work together to think of different ways that they can describe a dinosaur and match appropriate adjectives to pictures of dinosaurs in their independent work.   | <ul style="list-style-type: none"> <li>Can children give an example of an adjective?</li> <li>Can children think of appropriate adjectives to describe a noun?</li> <li>Are children able to define what an adjective is/does?</li> </ul>  | <ul style="list-style-type: none"> <li>Slides</li> <li>Dinosaur Cards 1A</li> <li>Adjective Cards 1A/1B</li> <li>Comprehension Sheet 1A</li> <li>Large paper</li> <li>Dinosaur Cards 1B (FSD? Activity only)</li> </ul>   |
| <b>Lesson 2</b> | To create specific noun phrases to describe a dinosaur.                | Children will develop their understanding of adjectives by linking them to nouns and creating noun phrases. They will use the features of a dinosaur and suitable adjectives to create noun phrases which they use to label pictures of dinosaurs. They will have the opportunity to discuss the suitability of adjectives for the nouns being discussed.   | <ul style="list-style-type: none"> <li>Can children choose features to describe?</li> <li>Can children think of appropriate adjectives to describe features?</li> <li>Are children able to label features with an appropriate noun phrase?</li> </ul>  | <ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Noun Phrase Cards</li> <li>Dice (FSD? Activity only)</li> <li>Adjectives Card 2A (FSD? Activity only)</li> <li>Features Card 2A (FSD? Activity only)</li> <li>Worksheet 2D (FSD? Activity only)</li> </ul> |
| <b>Lesson 3</b> | To use capital letters and full stops to punctuate a sentence.         | Children will investigate capital letters and full stops when writing sentences including the use of a capital letter for the pronoun 'I'. They will be challenged to correct capital letter and full stop mistakes in pre-written sentences. Alternatively, they write their own dinosaur-themed sentences using the correct punctuation.  | <ul style="list-style-type: none"> <li>Can children describe what a full stop is and where it may appear in a sentence?</li> <li>Are children able to describe where a capital letter may be used in a sentence?</li> <li>Can children accurately punctuate a sentence with capital letters and full stops?</li> </ul> | <ul style="list-style-type: none"> <li>Slides</li> <li>Word Cards 3A</li> <li>Reminder Card 3A</li> <li>Worksheet 3A</li> <li>Sentence Strips 3A</li> <li>Picture Cards 3A (FSD? activity only)</li> <li>Worksheet 3B (FSD? activity only)</li> </ul>   |
| <b>Lesson 4</b> | To write descriptive sentences about a dinosaur.                       | Children use the learning from the previous lessons to build their own sentences to describe dinosaurs. They will use the supporting resources to check that they write their sentences with the correct capital letters, full stops and finger spaces, as well as clear adjectives for their descriptions. They have the opportunity to build their own imaginary dinosaur to describe in the FSD? activity. | <ul style="list-style-type: none"> <li>Can children write a full descriptive sentence to describe a chosen dinosaur?</li> <li>Are children able to accurately use full stops to punctuate their sentences?</li> <li>Can children accurately use capital letters to punctuate their sentences?</li> </ul>               | <ul style="list-style-type: none"> <li>Slides</li> <li>Dinosaur Cards 4A</li> <li>Worksheet 4A/4B/4C</li> <li>Dinosaur Body Parts 4A (FSD? activity only)</li> <li>Plain paper (FSD? Activity only)</li> <li>Worksheet 4D (FSD? activity only)</li> </ul>                                     |
| <b>Lesson 5</b> | To add the suffix 'er' to adjectives to create comparative adjectives. | Children will use what they have learnt about adjectives to begin comparing two dinosaurs in different ways. They will discuss and work together to add the suffix 'er' to adjectives where no change to the root word is needed. They are then challenged to complete comparative sentences by adding 'er' to suggested or provided adjectives.  | <ul style="list-style-type: none"> <li>Can children verbally compare two nouns?</li> <li>Are children able to add 'er' to an adjective to create a comparative adjective?</li> <li>Can children complete a comparative sentence to compare two nouns?</li> </ul>   | <ul style="list-style-type: none"> <li>Slides</li> <li>Comparison Cards 5A/5B/5C</li> <li>Dinosaur Cards (FSD? Activity only)</li> <li>Worksheet 5A/5B (FSD? Activity only)</li> </ul>  |

# Describing Dinosaurs : English : Year 1

## Reading - word reading

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading

## Writing - transcription HANDWRITING

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

## Writing - transcription SPELLING

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

## Writing - composition

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher

## Reading - comprehension

- 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
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

## Writing - spelling, punctuation and grammar

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing

## English Appendix 2

### WORD

- Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun
- Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)
- How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]

### SENTENCE

- How words can combine to make sentences
- Joining words and joining clauses using and

### TEXT

- Sequencing sentences to form short narratives

### PUNCTUATION

- Separation of words with spaces
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Capital letters for names and for the personal pronoun I

### TERMINOLOGY FOR PUPILS

letter, capital letter  
word, singular, plural  
sentence  
punctuation, full stop, question mark, exclamation mark