

Peace at Last : English : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To become familiar with the story	In this first lesson, children will be introduced to the book. They will be asked to share their ideas on what the book might be about, based on the title and the front cover. Children will talk about the meaning of the word 'peace'. After reading the book together, children will be asked to show their knowledge and understanding of the story by answering questions.	<ul style="list-style-type: none"> Can children predict what the story might be about from the front cover? Can children listen to, and engage with, the story when read aloud? Can children answer some questions about the story? 	<ul style="list-style-type: none"> Slides <i>Peace at Last</i> by Jill Murphy (not included) Worksheet 1A/1B/1C Question/Answer Cards (FSD? activity only)
Lesson 2	To be able to sequence the story	Children will recap the story and answer some questions about it together. They will then discuss why some of the words are written in capital letters. After reading the book again as a class, children will be asked which of two events in the story happened first. In their independent activities, children will sequence the main events of the story using the resources provided.	<ul style="list-style-type: none"> Can children recall the events of the book? Can children join in with predictable or repeating phrases when the story is read aloud? Can children sequence the events of the story? 	<ul style="list-style-type: none"> Slides <i>Peace at Last</i> by Jill Murphy (not included) Sequence Cards A/B/C Worksheet 2A/2B Word Bank Sequence Strips (FSD? activity only)
Lesson 3	To be able to retell the story	Children will first discuss and order the different noises that Mr Bear is disturbed by throughout the story. After talking about ideas for a different title for the book, children will listen to the story again. They will then sit in a circle and retell the story together, with each person telling a short section before it is the next person's turn. In their independent activities, children will create their own story booklet.	<ul style="list-style-type: none"> Can children recall the order of the main events in the story? Can children listen, follow and join in the oral retelling of a story? Can children retell the story themselves? 	<ul style="list-style-type: none"> Slides <i>Peace at Last</i> by Jill Murphy (not included) Story Booklet 3A/3B/3C Word Bank 3A/3B Story Booklet Front Covers
Lesson 4	To be able to plan a story based on a familiar tale	In this lesson, children will first look at a story map for <i>Peace at Last</i> , and retell the story using it. After discussing ideas as a class, children will then make a story map for their own version of the story, changing the characters, the places that the character tries to sleep, and the noises that keep them awake.	<ul style="list-style-type: none"> Do children understand how a story map can be used? Can children suggest ideas for changes they could make to the original story? Can children make their own story map using their ideas? 	<ul style="list-style-type: none"> Slides <i>Peace at Last</i> by Jill Murphy (not included) Peace at Last Story Map Story Map 4A/4B/4C Story Dice (FSD? activity only)
Lesson 5	To be able to write a story based on a familiar tale	In this final lesson, children will be shown how to use their story map to write their version of <i>Peace at Last</i> . They will be encouraged to orally rehearse their sentences, as well as being reminded when and where to use capital letters. Children will then use their story map to begin writing.	<ul style="list-style-type: none"> Do children understand how to use their story map to help them write their version of <i>Peace at Last</i>? Can children rehearse their sentences orally before writing them? Can they use capital letters for the start of sentences, and for characters' names? 	<ul style="list-style-type: none"> Slides <i>Peace at Last</i> by Jill Murphy (not included) Completed Story Maps from the previous lesson Word Bank 5A Story Sheets (optional) Story Booklet Pages (optional)

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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