

# Seaside Recounts : English : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To find out about seaside activities.	Children will discuss and explore the different kinds of activities that people do when they go to the seaside. They are challenged to write simple sentences about these activities. Alternatively, they can develop their acting skills as they act out these activities for their peers to guess.	<ul style="list-style-type: none"> <li>Can children describe where a seaside might be?</li> <li>Are children able to give examples of activities that one might do at the seaside?</li> <li>Can children give examples of some food they might eat at the seaside?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Sentence Cards 1A</li> <li>Picture Cards 1A</li> <li>Word Bank 1A</li> <li>Worksheet 1A/1B</li> <li>Seaside Charade Cards (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To write a brief recount of a trip.	Children take a look at postcards and what they are used for. They work as a class to build some sentences following a simple 'when, who, what, where' structure. They write a postcard describing an imaginary trip to the seaside or helping Shelly write a postcard to her friend about her trip to Hastings.	<ul style="list-style-type: none"> <li>Can children briefly recount a trip to the seaside orally?</li> <li>Are children able to write a sentence following a when, who, what structure?</li> <li>Can children briefly recount a trip to the seaside?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Example Postcard</li> <li>Worksheets 2A</li> <li>Challenge Card 2A/2B/2C</li> <li>Picture Cards 2A</li> <li>Shelly Goes to Hastings Video (FSD? activity only)</li> <li>Help Sheet 2A (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To use 'and' to connect words and sentences together.	Children will explore how we can use the conjunction 'and' to list two words together as well as joining two sentences together. They will work together as a class to join some modelled examples before trying some seaside-themed uses of 'and'.	<ul style="list-style-type: none"> <li>Can children list two items in a sentence using 'and'?</li> <li>Are children able to join two sentences using 'and'?</li> <li>Can children make sensible edits to two sentence's punctuation and wording when using 'and' to join them?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Picture Cards 3A/3B/3C</li> <li>Model Card 3A</li> <li>Worksheet 3A (FSD? activity only)</li> <li>Sentence Strips 3A (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To plan a day at the seaside.	Children will use a video of a girl describing a trip to the seaside. They will need to think about the order that activities happened in and order a set of descriptions and cards according to how they appeared in the video. Alternatively, the children can plan their own trip (imaginary, or real) to the seaside.	<ul style="list-style-type: none"> <li>Can children order a set of activities for a day at the seaside?</li> <li>Can children select some suitable activities for a day at the seaside?</li> <li>Are children able to discuss their work with their teacher or their peers?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>'Shelly Goes to Hastings' Video</li> <li>Picture Cards 4A</li> <li>Worksheet 4A/4B/4C</li> <li>Sentence Cards 4A</li> <li>Word Bank 4A</li> <li>Worksheet 4D (FSD? activity only)</li> <li>Picture Cards 4B (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To explore what a recount looks like and write a recount of a seaside trip.	Children will explore some features of a recount, including time conjunctions. They will use the seaside trips they have studied in previous lessons to write a recount of a trip to the seaside.	<ul style="list-style-type: none"> <li>Can children name something that they need to include in a recount?</li> <li>Can children write a recount using picture prompts and simple sentences?</li> <li>Are children able to write a series of sentences to recount a trip to the seaside?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B</li> <li>Word Bank 5A</li> <li>Counters</li> <li>Worksheet 5C (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To improve a recount using adjectives.	Children will work to improve their writing from the previous lesson (or an example provided in the resources) by adding adjectives. They will work together to generate some adjectives for different seaside objects and activities before using them to improve sentences in their writing.	<ul style="list-style-type: none"> <li>Do children understand what an adjective is and give some examples?</li> <li>Are children able to generate adjectives about specific objects or activities?</li> <li>Can children add adjectives into a sentence to improve it?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Children's work from previous lesson</li> <li>Word Bank 6A</li> <li>Improvement Cards 6A</li> <li>Recount 6A/6B (FSD? activity only)</li> </ul>

# Seaside Recounts : 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

<b>Reading - word reading</b>	
<ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>read accurately words of two or more syllables that contain the same graphemes as above</li> <li>read words containing common suffixes</li> </ul>	<ul style="list-style-type: none"> <li>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>re-read these books to build up their fluency and confidence in word reading</li> </ul>
<b>Reading - comprehension</b>	
<ul style="list-style-type: none"> <li>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>discussing the sequence of events in books and how items of information are related</li> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>being introduced to non-fiction books that are structured in different ways</li> <li>recognising simple recurring literary language in stories and poetry</li> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>discussing their favourite words and phrases</li> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li><b>drawing on what they already know or on background information and vocabulary provided by the teacher</b></li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>answering and asking questions</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>
<b>Writing - transcription HANDWRITING</b>	<b>Writing - spelling, punctuation and grammar</b>
<ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>use spacing between words that reflects the size of the letters</li> </ul>	<ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English Appendix 2 by:             <ul style="list-style-type: none"> <li>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul> </li> <li>learn how to use:             <ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>expanded noun phrases to describe and specify (for example, the blue butterfly)</li> <li>the present and past tenses correctly and consistently including the progressive form</li> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>the grammar for year 2 in English Appendix 2</li> <li>some features of written Standard English</li> </ul> </li> <li>use and understand the grammatical terminology in English Appendix 2 in discussing their writing</li> </ul>
<b>Writing - transcription SPELLING</b>	<b>English Appendix 2</b>
<ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms</li> <li>learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>distinguishing between homophones and near-homophones</li> <li>add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> <li>apply spelling rules and guidance, as listed in English Appendix 1</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>	<p><b>WORD</b></p> <ul style="list-style-type: none"> <li>Formation of <b>nouns</b> using <b>suffixes</b> such as -ness, -er and by compounding [for example, whiteboard, superman]</li> <li>Formation of <b>adjectives</b> using <b>suffixes</b> such as -ful, -less (A fuller list of <b>suffixes</b> can be found on page 56 in the year 2 spelling section in English Appendix 1)</li> <li>Use of the <b>suffixes</b> -er, -est in <b>adjectives</b> and the use of -ly in Standard English to turn adjectives into <b>adverbs</b></li> </ul>
<b>Writing - composition</b>	<p><b>SENTENCE</b></p> <ul style="list-style-type: none"> <li><b>Subordination</b> (using when, if, that, because) and <b>co-ordination</b> (using or, and, but)</li> <li>Expanded <b>noun phrases</b> for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</li> <li>How the grammatical patterns in a sentence indicate its function as a <b>statement, question, exclamation or command</b></li> </ul> <p><b>TEXT</b></p> <ul style="list-style-type: none"> <li><b>Correct choice and consistent use of present tense and past tense throughout writing</b></li> <li>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past</b> tense to mark actions in progress [for example, she is drumming, he was shouting]</li> </ul>
<ul style="list-style-type: none"> <li><b>writing narratives about personal experiences and those of others (real and fictional)</b></li> <li><b>writing about real events</b></li> <li>writing poetry</li> <li>writing for different purposes</li> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> <li>evaluating their writing with the teacher and other pupils</li> <li>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>	<p><b>PUNCTUATION</b></p> <ul style="list-style-type: none"> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></li> <li><b>Commas</b> to separate items in a list</li> <li><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</li> </ul> <p><b>TERMINOLOGY FOR PUPILS</b></p> <p>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>