

The Great Pet Sale : English : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To predict what will happen in a book using given clues	In this first lesson, as a class you will look at and discuss the title, cover images, blurb and the first page of the book. Children are encouraged to look for clues as to what the story will be about, and will use what they find to make predictions for what they think will happen. In the alternative activity suggested, children work in small groups to sort given Prediction Cards into 'likely' or 'not likely' piles, and use reasoning to explain their choices.	<ul style="list-style-type: none"> Can children orally share their thoughts, opinions and experiences? Do children know what a prediction is? Can children make a prediction based on the clues they have been shown so far? 	<ul style="list-style-type: none"> Slides <i>The Great Pet Sale</i> by Mick Inkpen (not provided) Prediction Sheet 1A/1B/1C Prediction Cards (FSD? activity only) Prediction Sorting Sheet (FSD? activity only)
Lesson 2	To show understanding of the events in the book	After briefly recapping on children's predictions from the previous lesson, you will read the book together as a class. Children will share both their opinions and understanding of the story, before retelling it in their independent activities with the aid of picture prompts. In the alternative activity suggested, children show their understanding of the story through writing a book review.	<ul style="list-style-type: none"> Can children share their opinion of the book? Can children answer questions about what happens in the book? Can children retell the basic events in the book? 	<ul style="list-style-type: none"> Slides <i>The Great Pet Sale</i> by Mick Inkpen (not provided) Boy Mask Rat Mask Pet Shop Cards Word Bank Book Review 2A/2B (FSD? activity only)
Lesson 3	To answer comprehension questions	Ask children to recall what they remember about the plot and the characters within the story, and then read the book together again. As a class, answer and discuss the questions on the slides before children move onto their independent activities, where they match up answers to questions, choose the correct answer from multiple choices, and write their own answers to comprehension questions about the events of the book.	<ul style="list-style-type: none"> Can children recall the main events of the book? Can children orally ask and answer a range of questions about the events and characters in the story? Can children read and write answers to comprehension questions? 	<ul style="list-style-type: none"> Slides <i>The Great Pet Sale</i> by Mick Inkpen (not provided) Worksheet 3A/3B/3C Q & A Match-Up Cards (FSD? activity only)
Lesson 4	To plan a recount based on a visit to the pet shop	In this lesson, children will imagine that they have also been to the great pet sale at the pet shop. As a class, they will discuss what the shop was like, what animals they saw, and whether they bought an animal. Children will then use this information to complete a recount plan, using the provided structured sheet. In the FSD? activity, children are challenged to put themselves in the rat's shoes and improve a given recount plan of its day.	<ul style="list-style-type: none"> Can children use their knowledge of the book to imagine their own trip to the pet shop? Do children understand what a recount is? Can children complete a simple, structured plan of a recount? 	<ul style="list-style-type: none"> Slides <i>The Great Pet Sale</i> by Mick Inkpen (not provided) Word Mat Planning Sheet 4A/4B/4C The Rat's Recount Plan (FSD? activity only)
Lesson 5	To write a recount about a trip to the pet shop	As a class, you will first recap on what a recount is, and then look at an example. Together, you will identify and discuss the features the children need to use in their own writing, including time conjunctions, personal pronouns and past tense verbs. Using this information and their plans from the previous lesson, children will then write their own recounts of a trip to the pet shop.	<ul style="list-style-type: none"> Do children know some of the features a recount should include? Can children orally rehearse sentences before they write them? Can children write a simple recount using a plan? 	<ul style="list-style-type: none"> Slides <i>The Great Pet Sale</i> by Mick Inkpen (not provided) Planning sheets from the previous lesson Help Sheet Writing Template 5A The Rat's Recount (FSD? activity only)

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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