

Witches and Wizards : Writing Magic Spells : English : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to read, understand and discuss spells and potions.	Children are encouraged to make connections between their reading and talk about what they know about witches and wizards. They will then read and discuss spells and potions, explaining what they think different spells and potions are for.	<ul style="list-style-type: none"> Can children apply phonic knowledge to read words? Do children understand what they have read? Can children use evidence to support their answers? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Challenge Cards 1A/1B (FSD...? activity only)
Lesson 2	To be able to perform a text with the context and audience in mind.	Children will read a range of spells and potions and think about what they can do to improve their performances. They will focus on fluency, expression and other elements of their performance.	<ul style="list-style-type: none"> Can children read with fluency? Can children evaluate and improve their performances? Do children make appropriate performance choices based on the context and audience? 	<ul style="list-style-type: none"> Slides Potion Cards 2A/2B/2C Performance Prompts 2A Spell Cards 2A/2B (FSD...? activity only) Props (FSD...? activity only)
Lesson 3	To apply phonic knowledge to write words.	Children will use picture clues and context to work out missing words. They will then apply their phonic knowledge when writing the missing words.	<ul style="list-style-type: none"> Can children segment sounds in words? Can children write the sounds they hear in words? Can children use phonic knowledge to check their writing? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Picture Cards 3A/3B (FSD...? activity only) Worksheet 3D (FSD...? activity only)
Lesson 4	To be able to use phonic knowledge to write sentences.	Children will write a spell or potion that is dictated to them. They will also create a word bank of vocabulary they plan to use in their own spells or potions before writing their own.	<ul style="list-style-type: none"> Can children use phonic knowledge to write words? Can children read their writing to check it makes sense? Can children write for a purpose? 	<ul style="list-style-type: none"> Slides Teacher Notes 4A/4B Worksheet 4A/4B/4C Rhyming Words Sheet 4A Worksheet 4D (FSD...? activity only) Picture Cards 4A (FSD...? activity only)
Lesson 5	To celebrate our writing.	Children will make choices about the spells and potions they have written. Then they will practise performing a piece of their writing, before performing it to an audience.	<ul style="list-style-type: none"> Can children use phonic knowledge to read writing? Can children use comprehension skills to identify the purpose of a piece of writing? Can children talk about features of a piece of writing they like and dislike? 	<ul style="list-style-type: none"> Slides Spells and potions from previous lessons Spell Cards 5A (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