

Zog Instructions : English : Year 1/2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To sequence the story of Zog.	This lesson starts off the topic by reading the story together as a class. The children will have the opportunity to answer comprehension questions about the story as a class before sequencing the story using colourful pictures and icons to help them.	<ul style="list-style-type: none"> Can children discuss what they like and dislike about a story? Are children able to say if an event in a story came before or after another event? Can children sequence the events of a familiar story? 	<ul style="list-style-type: none"> Slides Story Cards 1A/1B/1C Worksheet 1A Story Map 1A (FSD? activity only)
Lesson 2	To create and/or follow a set of oral instructions.	In this lesson the children will focus on listening to, following and delivering sets of oral instructions. They will think about the detail within the instructions, and the steps that each instruction contains. They will be challenged to use prompts to give a set of oral instructions on how to fly or to play a drawing game with a partner.	<ul style="list-style-type: none"> Can children follow a simple, one-step oral instruction? Can children follow more detailed oral instructions? Can children deliver their own oral instructions using adjectives? 	<ul style="list-style-type: none"> Slides Word Prompt Cards 2A Example Instructions 2A Picture Sheets 2A (FSD? activity only)
Lesson 3	To choose effective imperative verbs.	Children will learn that bossy words, or imperative verbs, are important in instructions. They will identify and then generate their own imperative verbs for a set of given instructions. In their independent activities, children will create a set of instructions on how a dragon can become a 'champion roarer', choosing and using effective verbs.	<ul style="list-style-type: none"> Can children give an example of an imperative verb? Can children choose an appropriate verb for an instruction? Are children able to use imperative verbs to create imaginative instructions on how to roar? 	<ul style="list-style-type: none"> Slides Imperative Verb Cards 3A Instruction Cards 3A Worksheet 3A/3B Imperative Verbs Word Bank (FSD? activity only) Worksheet 3C (FSD? activity only)
Lesson 4	To use time adverbials in our instructions.	In this lesson children will learn how time adverbials can be used within instructions to help the reader understand the order of the tasks. In their independent activities, they will add appropriate time adverbials to instructions, or will use time adverbials to help them order a muddled set of instructions.	<ul style="list-style-type: none"> Are children able to describe what a time adverbial does in a sentence? Can children choose appropriate time adverbials for a set of instructions? Can children use time adverbials to order a set of instructions? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Instruction Cards & Time Adverbial Cards Time Adverbials Bank Muddled Mystery Instructions (FSD? activity only) Worksheet 4D (FSD? activity only)
Lesson 5	To explore how instructions are laid out.	This lesson focuses on the features of simple instructions and how they're laid out. The children will discuss features such as equipment lists, titles and introduction paragraphs.	<ul style="list-style-type: none"> Can children name a key features of a set of instructions? Are children able to suggest a suitable heading for a set of instructions? Can children choose and suggest features for a set of instructions? 	<ul style="list-style-type: none"> Slides Instruction Pieces Cards 5A/5B Worksheet 5A Instruction Pieces Cards 5C (FSD? Activity only) Model Text 5A (FSD? activity only)
Lesson 6	To write a set of instructions.	In this lesson the children will consolidate their learning as they are challenged to write a set of instructions on how to be a flying doctor. They can use the different instructions they have written previously to help inspire and support their new instructions.	<ul style="list-style-type: none"> Can children recall key information about the story? Are children able to write a clear set of instructions using imperative verbs? Can children include time adverbials in their instructions? 	<ul style="list-style-type: none"> Slides Instruction Features Cards 6A Writing Frame 6A/6B Word Bank 6A Cover Picture Template 6A (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

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