

Year One and Two: Narrative: Stories about fantasy worlds by the same author: Phase Three			
Focus write own story about visiting a fantasy world		Texts Range of picture books	
Speaking and Listening		Reading	
<p>Speaking</p> <ul style="list-style-type: none"> Interpret a text by reading aloud with some variety in pace and emphasis (Year 1) Speak with clarity and use appropriate intonation when reading and reciting texts (Year 2) <p>Drama</p> <ul style="list-style-type: none"> Explore familiar themes and characters through improvisation and role-play (Year 1) Act out their own and well-known stories, using voices for characters (Year 1) 		<p>Understanding and interpreting texts</p> <ul style="list-style-type: none"> Make predictions showing an understanding of ideas, events and characters (Year 1) Recognise the main elements that shape different texts (Year 1) Give some reasons for why things happen or characters change (Year 2) <p>Engaging with and responding to texts</p> <ul style="list-style-type: none"> Visualise and comment on events, characters and ideas, making imaginative links to their own experiences (Year 1) Engage with books through exploring and enacting interpretations (Year 2) Explain their reactions to texts, commenting on important aspects (Year 2) 	
Writing			
		<p>Word recognition</p> <ul style="list-style-type: none"> Recognise and use alternative ways of spelling the phonemes already taught (Year 1) <p>Word structure and spelling</p> <ul style="list-style-type: none"> Segment sounds into their constituent phonemes in order to spell them correctly (Year 1) Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure and spelling patterns (Year 2) <p>Creating and shaping texts</p> <ul style="list-style-type: none"> Use key features of narrative in their own writing (Year 1) <p>Sentence structure and punctuation</p> <ul style="list-style-type: none"> Compose and write simple sentences independently to communicate meaning (Year 1) Write simple and compound sentences (Year 2) 	
Success Criteria	Resources	ICT Activities	Curriculum Links
<p>I can read and spell words that use the long vowel phoneme <i>ie</i></p> <p>I can read and spell words that use the phoneme <i>ow</i></p> <p>I can use words to describe a setting</p> <p>I can write a story to describe a fantasy world</p>	<p>Range of picture books</p> <p>Mini-whiteboards</p> <p>Digital camera</p> <p>Sugar paper</p> <p>Marker pens</p> <p>Two boxes</p> <p>Card</p>	<p>Word processing – make lists of words using different fonts and colours for the phonemes <i>ie</i> and <i>ow</i></p>	<p>Geography – investigate different types of journeys</p> <p>Science – describe plants and animals found in different habitats</p>

Year One and Two: Narrative: Stories about fantasy worlds by the same author: Phase Three				
	Starter Activity	Shared Learning	Independent and Group Tasks	Plenary
Monday	<p>Year 1 (working with the teacher)</p> <p>Write the words <i>right</i> and <i>lie</i> on the board. Read each of the words with the children and get them to suggest how to use the words in sentences. Establish with the class that they contain the long vowel phoneme <i>ie</i>. Point out the two ways that the phoneme is spelt.</p> <p>Read out the following lists of words and get the children to identify which words contain the long vowel phoneme <i>ie</i>.</p> <p><i>ie</i> words - light, high, night, might, tight, cry, dry, spy, sky Other words – rain, came, bake, spoon, road, toad, beak, week</p>	<p>Remind the children of some of the fantasy world locations that they described in a previous lesson. Get them to list some of the strange objects that they included in their fantasy world descriptions.</p> <p>Ask the class to imagine that the classroom is somewhere strange. Get the children to describe how the objects in the classroom might change. What could we see out of the window? What might be in the cupboards?</p> <p>Display a range of picture books at the front of the classroom. Read the title of each book to the class. Get the children to suggest settings that could be described in each book. Work with the class to think of some words to describe each suggested story setting. Show the class some of the illustrations in the book so that they can compare their word list with the actual settings used. Discuss with the class what they think might happen to the story characters in each setting. You can get some children to come out to the front of the classroom to mime story events for the rest of the class to try and guess.</p>	<p>Year 1 activities</p> <p>Support (activity 1a) Get the children to complete some word puzzles using words ending in <i>y</i>. They can draw pictures to show the meanings of each word they have used in the puzzles.</p> <p>Core (activity 1b) Get the children to complete some word puzzles using words with <i>igh</i>. They can draw pictures to show the meanings of each word they have used in the puzzles.</p> <p>Extension (activity 1c) Get the children to complete some word puzzles using words with <i>i-e</i>. They can draw pictures to show the meanings of each word they have used in the puzzles.</p>	<p>Call out words that use either <i>ie</i> or <i>ow</i> for the children to practise spelling.</p>
	<p>Year 2 (working with the teaching assistant)</p> <p>Provide the children with a mini-whiteboard. Get the children to practise spelling the following words. Tell them to ring the letters in each word to show the <i>ow</i> phoneme.</p> <p>a) cow b) owl c) tower d) brown e) clown f) howl g) town h) wow i) crown</p>	<p>Year 2 activities</p> <p>Core/Extension (activity 1d) Get the children to complete some word puzzles using words with <i>ow</i>. They can write sentences to show the meanings of each word they have used in the puzzles.</p> <p>Support (activity 1e) Get the children to complete some word puzzles using words ending in <i>ow</i>. They can draw pictures to show the meanings of each word they have used in the puzzles.</p>		