

Estate Agents : Traditional Tales : English : Year 1

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To use reading skills to answer questions.	Children will be introduced to the purpose and features of property listings before looking at the property description in more detail. They will then answer questions about different traditional tale properties or match properties to their owners.	<ul style="list-style-type: none"> Can children read fluently? Can children understand what they have read? Can children answer comprehension questions about a text they have read? 	<ul style="list-style-type: none"> Slides Property Listings Cards 1A/1B/1C Worksheet 1A/1B/1C Character Cards 1A/1B (FSD...? activity only)
Lesson 2	To use descriptive language when writing.	Children will be introduced to some of the descriptive language estate agents use and they will begin to think about why the language has been chosen. They will then have a go at writing their own property descriptions for traditional tale properties.	<ul style="list-style-type: none"> Can children use descriptive language? Can children make appropriate vocabulary choices? Can children write for a purpose? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Word Bank 2A Character Cards 2A (FSD...? activity only) Worksheet 2D (FSD...? activity only)
Lesson 3	To use reasoning to explain why a character should choose a property.	Your class will take on the role of estate agents as they try to persuade characters to move into the properties on their books. Your class will need to think carefully about the character's requirements and each property's features.	<ul style="list-style-type: none"> Can children understand what they have read? Can children make appropriate choices using information they have read? Can children explain their choices? 	<ul style="list-style-type: none"> Slides Audio files (Teaching Input only) Property Listings Cards 3A/3B Property Request Cards 3A/3B Response Cards 3A Property Cards 3A (FSD...? activity only) Character Cards 3A (FSD...? activity only)



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Reading - word reading
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • How words can combine to make sentences • Joining words and joining clauses using and 	TEXT <ul style="list-style-type: none"> • Sequencing sentences to form short narratives
PUNCTUATION <ul style="list-style-type: none"> • 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