


<p>Year 1 English MTP On Sudden Hill – Term 3 2023</p> <p>Final outcome: Speech bubbles to add to the story and description of their own contraption.</p> <p>Purpose: To entertain Audience: Reception children and Parents Form: Fiction recount and short narrative</p> <p>Experience: New child joining a friendship group. What can cardboard boxes be turned into?</p>	<p>Text Driver: On Sudden Hill by Linda Sarah and Benji Davies</p> 	<p>Key writing statements:</p> <p>I can use question marks correctly. I punctuate sentences accurately. I can combine words to make sentences I can select appropriate adjectives to describe how someone is feeling.</p> <p>Key reading statements:</p> <p>I can explain what has happened so far in what I have read and predict what might happen next.</p>
<p>Overview of Learning (5 weeks)</p>		
<p>Stimulate and Generate</p>	<p>Capture, Sift and Sort</p>	<p>Create, Refine, Evaluate</p>
<p>1. Hook Lesson <u>KL: To generate questions</u> Children find cardboard boxes in the classroom – show them the front cover of the book. Why do they think there are boxes in the story? What do they think will happen? Introduce the story and encourage children to come up with questions about the text. Only read up to the part where Shu joins them.</p> <p>2. Word Level Work <u>KL: To find adjectives for sad and disappointed</u> Introduce children to thesaurus (physical copy or online) and explain what adjectives are. Refer to emotions felt by the</p>	<p>9. Apprentice Write <u>KL: To write speech bubbles for different parts of the story</u> (could add extra sentences and more adventurous vocabulary). Chn take different parts of the story and work in groups.</p> <p>10. Word Level – Grammar <u>KL: I can use conjunctions to extend sentences</u></p>	<p>14. Select Content <u>KL: To identify the key parts of the story we are going to add to</u> Revisit the story again and allocate certain parts to each group.</p> <p>15. Planning Vocabulary and start to create sentences.</p>

<p>characters in the book. Why do you think Birt feels sad? What do you think Birt will do and why?</p> <p>3. Application of new vocabulary <u>KL: To use adjectives to create a profile about how Birt is feeling.</u> Recap words from previous lesson and model using them to describe Birt disappointment.</p> <p>Compare the feelings at the start of the book and when he stops visiting Sudden Hill.</p> <p>Speech bubbles – why he does not want to go to Sudden Hill anymore.</p> <p>Share the rest of the story Discuss with the chn what they think the story is about. Do they like the story? Give reasons. Chn record reasons. How are each of the characters feeling?</p> <p>4. BIG SIX <u>KL: To understand the Big Six words</u> Create BIG Six poster and explore the vocabulary. Correct word used to describe pictures.</p> <p>5. Knowledge based lesson <u>KL: To explore what you could turn a box into (imaginative play)</u> Discuss what the characters turn the boxes into and describe them using the adjectives.</p>	<p>Look at the speech bubbles and how the feelings can be joined together with a conjunction and adjectives can be added.</p> <p>11. Explore looking at speech bubbles <u>KL: I can create speech bubbles for the different characters</u> Show chn a WAGOLL. Read through as a class, talk about what can be added to improve them?</p> <p>Adding to the story – more details. Chn to choose different parts of the story.</p> <p>12. Apprentice Write <u>KL: I can use conjunctions and adventurous adjectives to write speech bubbles about how the characters are feeling and what they are thinking.</u> Recap vocabulary and punctuation.</p> <p>13. Apprentice Write <u>KL: I can use adjectives to describe the contraptions</u> Look at pictures of the contraptions they made with the cardboard books in previous lessons and write a</p>	<p>16. Drafting <u>KL: I can write speech bubbles and add more descriptive language to the story.</u> Model writing a speech bubble Children have a go at writing their own.</p> <p>17. Editing <u>KL: I can proof read and edit my own work</u> Peer and self-assess writing. Children use marking and their own assessments to improve their work - in small groups.</p> <p>18. Publishing Children rewrite their speech bubbles and extras for the story with the illustrations, including any edits. Published work is given to intended audience.</p>
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<p>If you had a box what would you turn it into? What would it look like? Would you share it with anyone?</p> <p>6. Site of application task KL: To write a letter to Mrs Charlton about the contraptions. Children to write a letter to Mrs Charlton explaining that the hook, the book and the contraptions they made using the cardboard boxes.</p> <p>7. Role play KL: <u>I can imitate part of the story</u> Revisit story up until the part where Birt hears Shu voice and he peeps from the curtain. What is his reaction? What might he say? Work in groups to role play this part of the story. What does Birt say? Record in speech bubbles. What questions might Birt ask about Mr ClimbFierce?</p> <p>8. Comprehension KL: <u>To make inferences based on what is being said and done</u> Recap learning from role play lesson. Make inferences about how the characters feel at certain points in the story. Do the feelings change? If so, why? Create a feeling path and adventurous adjectives.</p>	<p>description, using objectives, of the contraption.</p>	
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Big Six – resentful (jealous), magnificent, contraptions, powerful, spacious, striking