



RESOURCES
ENGLISH KS1



English Using The Outdoors - KS1

1. Year 1 Descriptive Writing
2. Year 1 Diary English Lesson
3. Year 1 Leaflet Creating
4. Year 2 Character Description English Lesson
5. Year 2 Descriptive Writing
6. Year 2 Persuasive Writing



**ENGLISH
USING THE
OUTDOORS**

KS1

ENGLISH PLAN (DESCRIPTIVE WRITING) 1 of 4

Date: 23/09/13

Year: 1

Term: A1

Writing Focus: Descriptive Writing

End of Unit Outcomes:

To produce written descriptions of local housing using ICT.

	Sentence Level Grammar/Phonics Punctuation	Whole Class – Teaching focus	Success Criteria	Teacher Led and Independent Group Tasks	Plenary AFL focus	Guided reading opportunities and Focus	
Descriptive Writing Lessons	Phonics Activity: Phonics Phase 4 – Group 1 Phonics Phase 3 – Group 2 Phonics Phase 2 – Group 3	LO: to show fantastic speaking and listening skills. - Introduce the local area as a place where we all live. - Ask children to describe where they live (mark on a local map using sticker dots) and encourage the chn to discuss what kind of home they live in. - Draw children’s attention to any similarities or differences between the homes mentioned. - Teacher to model with TA good speaking and listening. Teacher to describe her home while the TA draws it.	- I can describe to others what my home looks like. -I can listen to others when they describe their home.	S E N	In mixed ability pairs chn to describe their own home while their partner draws it. Teacher to support EAL children.	Children to swap their pictures. Teacher and TA to model giving 2 stars and a wish. Chn to then use the system to peer assess their partners work.	Children to read what is displayed on the PowerPoint and the word bank of home terminology which will be on display.
				B A			
				A			
				H A			

ENGLISH PLAN (DESCRIPTIVE WRITING) 2 of 4

	Sentence Level Grammar/Phonics Punctuation	Whole Class – Teaching focus	Success Criteria	Teacher Led and Independent Group Tasks		Plenary AFL focus	Guided reading opportunities and Focus
Descriptive Writing Lessons	Phonics Activity: Phonics Phase 4 – Group 1 Phonics Phase 3 – Group 2 Phonics Phase 2 – Group 3	LO: to be able to recall and write about our experiences. LO: to be able to discuss what we saw & felt on our walk. - Children to be provided with the opportunity to take a short walk around the local area. - Encourage the chn to discuss with a partner what they remember seeing on their local walk (can they offer any describing words?). - Teacher to model writing using the following sentence opener: 'During my walk around _____ today I saw....' -Chn to write as a group on whiteboards.	- I can talk about my experiences. - I can turn my thoughts into sentences. -I can write my sentences down.	S E N	Chn to group write along with the teacher on whiteboards. Chn to form sentences which explain what they saw on their local walk.	On the IWB read 3 chosen bits of work. Mark as a class using visualizer, highlighting what is good!	Chn to read the word bank of home words on display, Teacher's modelled writing and other chn's work on the visualizer.
				B A	Chn to write sentences in their books based on what they saw on their local walk. Children to be supported by the TA.		
				A	Chn to write sentences in their books based on what they saw on their local walk. Children to work independently.		
				H A	Chn to write sentences in their books based on what they saw on their local walk. Children to work independently.		

ENGLISH PLAN (DESCRIPTIVE WRITING) 3 of 4

	Sentence Level Grammar/Phonics Punctuation	Whole Class – Teaching focus	Success Criteria	Teacher Led and Independent Group Tasks		Plenary AFL focus	Guided reading opportunities and Focus
Descriptive Writing Lessons	Phonics Activity: Phonics Phase 4 – Group 1 Phonics Phase 3 – Group 2 Phonics Phase 2 – Group 3	LO: to be able to describe homes using the correct language. - Recap with the children what the term 'home' means. - Display on the IWB a large picture of a house. - Encourage children to verbally describe what they see (looking at key features). - With the assistance of the children, teacher to describe the house by pointing out matching words from the word bank.	- I can describe a home. - I can use words from the word bank. - I can add words to the word bank.	S E N	Children to revisit a house that they noticed on their 'local walk'. Chn to stand outside the house and describe it on their whiteboards.	Teacher to take the opportunity to photograph good work for the working wall. Initiate discussion around what makes specific pieces of work good.	Chn to read the displayed word bank, their own work and the work of their peers.
				B A			
				A			

ENGLISH PLAN (DESCRIPTIVE WRITING) 4 of 4

	Sentence Level Grammar/Phonics Punctuation	Whole Class – Teaching focus	Success Criteria	Teacher Led and Independent Group Tasks		Plenary AFL focus	Guided reading opportunities and Focus
Descriptive Writing Lessons	Phonics Activity: Phonics Phase 4 – Group 1 Phonics Phase 3 – Group 2 Phonics Phase 2 – Group 3	ICT: LO: to download digital photos onto a computer. Chn to download and save photos of their 'homes' folder on the server. English: LO: to write about my photograph. - Teacher to show the children a variety of estate agent leaflets and home magazines. - Encourage chn to look at the leaflets and feedback on the language (describing words) used. - Elicit from the children what property they would like to live in and why? - Teacher to display a downloaded photo on the IWB and model writing a description to sell the property.	- I can describe my photo. - I can form my sentences correctly.	S E N	Children to group write a description to sell the home visited in yesterday's lesson.	Chn to be provided with the opportunity to peer assess each other's descriptions using the 2 stars and a wish system. Chn to also focus on the following question: 'would you buy this house?'	Chn to read the estate agent leaflets provided and the home magazines.
				B A	Chn to write a description to sell the home visited in yesterday's lesson with the assistance of the TA.		
				A	Chn to write a description to sell the home visited in yesterday's lesson independently.		
				H A	Chn to write a description to sell the home visited in yesterday's lesson independently. Chn to add in a price and any contact information.		

ENGLISH PLAN (DIARY) 1 of 1

Date: 03/02/14

Year: 1

Term: S1

Writing Focus: Diary Writing

End of Unit Outcomes:

To be able to write in the form of a diary entry (context - Narnia).

	Sentence Level Grammar/Phonics Punctuation	Whole Class – Teaching focus	Success Criteria	Teacher Led and Independent Group Tasks	Plenary AFL focus	Guided reading opportunities and Focus	
Role Play Lesson	<p>Phonics Activity: <i>Ending Activity</i> – chn to be provided with a variety of root words e.g. 'hunt', 'buzz' and 'jump'. On their w/b's chn must add the endings 'ing', 'ed' and 'er' to the words and select one to place into a sentence.</p> <p>SL Starter: <i>Adjective Activity</i> – Teacher to provide each group with an object, e.g. 'a teddy', 'a pencil' etc. Chn must think of words to describe the object. Teacher to scribe the ideas on the flip chart in order to display on the working wall.</p>	<ul style="list-style-type: none"> - Display and read the section of Narnia when the chn go through the wardrobe. - Using talk partners encourage the chn to discuss what they have heard and read. - Extend the chn to identifying what the characters might be feeling and the reasons behind this. - Inform the chn that we will be stepping through the wardrobe. Encourage the chn to predict, in a group, what we might come across when we step through the wardrobe. Teacher to scribe the chn's responses on the flipchart. - Teacher to then go through the learning objective and model stepping through the wardrobe. 	<ul style="list-style-type: none"> - I can successfully role play an adventure through the wardrobe. - I can talk about what is happening on my adventure. 	SE N	<p>LO: to be able to use role play to explore characters and events.</p> <p>Chn to go through the wardrobe on a teacher led adventure around the school (props to be positioned around the school e.g. masks and animals). End the adventure in the outdoor environment. Chn to explore and discuss their role within our adventure. Targeted questioning regarding opinions, ideas, what the characters we meet might say and why. Take photos as evidence.</p>	<p>Provide chn with the opportunity to discuss as a class the adventure they went on through the wardrobe. Teacher to develop the chn's discussion by posing the following questions:</p> <ul style="list-style-type: none"> - Where did we go? - Who did we see? - What happened and why? <p>Teacher to record chn's ideas on the flipchart in the form of a mind map.</p>	<p>Chn to read everything displayed on the IWB and flipchart. Chn to also be encouraged to read the extract from 'Narnia' with the support of the teacher (focus on comprehension skills).</p>
				BA			
				A			
				HA			

ENGLISH PLAN (LEAFLET CREATING) 1 of 5

Date: 30/09/13

Year: 1

Term: A1

Writing Focus: Geography Focus - Creating

End of Unit Outcomes:

To make a leaflet about our local park.

	Sentence Level Grammar/Phonics Punctuation	Whole Class – Teaching focus	Success Criteria	Teacher Led and Independent Group Tasks		Plenary AFL focus	Guided reading opportunities and Focus
Leaflet Writing Lessons	Phonics Activity: Phonics Phase 4 – Group 1 Phonics Phase 3 – Group 2 Phonics Phase 2 – Group 3	LO: to share our experiences of our local park. - Teacher to read bunny's letter about his weekend in the local park. Encourage chn to draw out what bunny did at the park. - Seat chn in a circle and encourage them to mime what we do in the local park. The rest of the class to guess what their peer is miming. - As chn mime the things that they do teacher to add the activities to the weekly word bank.	- I can share my experiences with others. - I can speak clearly and audibly. - I can listen to others.	S E N	Children to draw and label the activities in the local park. Supported by the class teacher.	Encourage children to voice the following: 'What would you like to do in the local park that you currently cannot?' Teacher to write down the children's responses on the flip chart.	Children to read the word bank created by themselves and Bunny's letter on the visualiser.
				B A	Children to draw and label what they do in the local park.		
				A	Children to draw and label what they do in the local park.		
				H A	Children to work with the TA to create a survey to find out what people would like in the park. Five questions only.		

ENGLISH PLAN (LEAFLET CREATING) 2 of 5

		Guided reading opportunities and Focus
Leaflet Writing Lessons	<p style="text-align: center;">LO: to find out who uses the park.</p> <ul style="list-style-type: none">- Chn to be provided with the opportunity to visit the local park.- Chn to use survey sheets to track the following:<ol style="list-style-type: none">1) Who uses the park?2) What is available in the park? <p>HA children to carry out the survey prepared in yesterday's lesson, with the assistance of the TA.</p>	Children to read the research sheets on their clipboards and the signs around the local park e.g. toilets, café, gym etc.

ENGLISH PLAN (LEAFLET CREATING) 3 of 5

	Sentence Level Grammar/Phonics Punctuation	Whole Class – Teaching focus	Success Criteria	Teacher Led and Independent Group Tasks		Plenary AFL focus	Guided reading opportunities and Focus
Leaflet Writing Lessons	Phonics Activity: Phonics Phase 4 – Group 1 Phonics Phase 3 – Group 2 Phonics Phase 2 – Group 3	LO: to take part in a debate. - Look at photos from yesterday's big park experiment! - Discuss what worked and what didn't and allow children to debate this. - Reinforce good speaking and listening /respecting others/ knowing that we don't always think the same thing. - Model write what we found, on the board, using photos as inspiration	- I can share my opinions. - I can give reasons for my opinions. - I can write my opinions down.	S E N	Teacher Led – Chn to sort pictures into what worked and what didn't. Chn to be encouraged to explain to the teacher why. Teacher to scribe.	Children to participate in a vote. Teacher to place pictures on either side of the board under the following headings 'what we're going ahead with and what we're dropping'.	Children to read the teacher's modelled writing.
				B A	Chn to choose one picture and write if it worked or didn't work and then explain why.		
				A	Chn to choose pictures and write if it worked or didn't work and explain why.		
				H A	Chn to choose pictures and write if it worked or didn't work and then explain why.		

ENGLISH PLAN (LEAFLET CREATING) 4 of 5

	Sentence Level Grammar/Phonics Punctuation	Whole Class – Teaching focus	Success Criteria	Teacher Led and Independent Group Tasks	Plenary AFL focus	Guided reading opportunities and Focus	
Leaflet Writing Lessons	<p>Phonics Activity: Phonics Phase 4 – Group 1 Phonics Phase 3 – Group 2 Phonics Phase 2 – Group 3</p>	<p>(Spread over English & ICT slot) LO: to design a leaflet. - Provide chn with the opportunity to look at leaflets, magazines etc. - Ask chn if they want to visit the places. Why? (because it looks fun). - Initiate discussions in order to pull out persuasive words and phrases from the leaflets ('great fun' 'half price' 'biggest rollercoaster' etc). - Encourage chn to discuss with a partner what words we would use for our leaflet based on the new park?</p> <p>ICT: LO: to use 2simple to create a leaflet. - Teacher to model how to access, use and save 2simple.</p>	<ul style="list-style-type: none"> - I can use my phonics to read new words (on leaflets). - I can read for information. - I can find 2simple. - I can use 2simple. - I can save my work. 	S E N	<p>In mixed ability groups chn to create leaflets based on the new local park. Provide chn with blank folded paper.</p> <p>In pairs chn to use 2simple to type up and paint the leaflet.</p>	<p>Chn to be encouraged to share their posters with a partner and then peer assess each other's work using the 2 stars and a wish system.</p>	<p>Chn to read the leaflets based on attractions. Chn to read the computer instructions e.g. open, save, shut down.</p>
				B A			
				A			
				H A			

ENGLISH PLAN (LEAFLET CREATING) 5 of 5

	Sentence Level Grammar/Phonics Punctuation	Whole Class – Teaching focus	Success Criteria	Teacher Led and Independent Group Tasks		Plenary AFL focus	Guided reading opportunities and Focus	
Leaflet Writing Lessons	Phonics Activity: Phonics Phase 4 – Group 1 Phonics Phase 3 – Group 2 Phonics Phase 2 – Group 3	LO: to create a radio advert to go with our leaflet. - Chn to play a variety of adverts (for attractions) on the IWB. - Provide opportunities for the chn to discuss what they observed. - In mixed ability groups chn to come up with ideas on how to advertise our new park. - Teacher to model how to film using IPADs and also model good enthusiastic speaking! TA to take the HA children in order to script a radio advert.	- I can work in a group. - I can use an IPAD. - I can speak in a clear, audible voice.	S E N	In mixed ability groups children to revisit the local park and use the surrounding area as a natural backdrop for their advertising film (advertising their new park). Chn to record their advertising film on the IPADs.	Teacher to play the film adverts and radio adverts and encourage the chn to discuss its effectiveness.	Chn to read the information from the leaflets created by the children.	
				B A				Teacher to support EAL children.
				A				
				H A				Children to make a radio advert advertising their new park. Chn to focus on 'wow' words and persuasive language.

ENGLISH PLAN (CHARACTER DESCRIPTION) 1 of 1

Date: 02/04/2015

Year: 2

Term: S1

Writing Focus: Descriptive Writing

End of Unit Outcomes:

To create a new character for the Henri Le Worm app.

	Sentence Level Grammar/ Phonics/ Punctuation	Whole Class – Teaching focus	Success Criteria	Teacher Led and Independent Group Tasks		Plenary AFL focus	Guided reading opportunities and Focus
Character Description Lesson	<p>Phonics Activity: Display a variety of words ending in 'e' e.g. 'hike', 'nice', 'shine'. Chn to add either ing, ed, er, est and y (rule: drop the 'e' before adding the above)..</p> <p>Sentence/ Grammar: <i>Adjective focus:</i> Display an image from 'Big Boston' on the IWB. In teams, chn to note down as many adjectives as they can think of to describe the image.</p>	<p>L.O: to be able to describe a character.</p> <ul style="list-style-type: none"> - Introduce Henri and in pairs let the chn play the app on the I-Pads. - After the chn have explored the app, pose the question 'what characters exist?' - Teacher to scribe the names of the characters on the flip chart. - Encourage the chn to discuss, in pairs, any adjectives that they can think of to describe the characters. - Inform the chn that they will be creating a new character for Henri Le Worm. Elicit from the chn different types of mini beasts that could be used. 	<p>I can use descriptive vocabulary.</p> <p>I can use a thesaurus to up-level the adjectives that I think of.</p> <p>I can use my sounds to spell the words.</p>	SE N	Chn to be taken outside and then locate a mini beast. Chn to take a picture of the mini beast (NeuKids draw app) and write descriptive words over the image.	Chn to be provided with the opportunity to share their descriptive work with the class. The rest of the class to draw out any key vocabulary that they really liked.	Chn to read everything displayed on the IWB. Chn to also read the information displayed on the Henri Le Worm app (focus on comprehension and extracting key facts).
				BA	Chn to be taken outside and then locate a mini beast. Chn to then construct a basic fact file on their selected mini-beast.		
				A	Chn to be taken outside and then locate a mini beast. Chn to sketch an image of the mini beast and then generate a wanted poster paying close attention to describing its appearance and behaviour.		
				HA	Chn to be taken outside and then locate a mini beast. Chn to record the mini beast and add a voice over, whereby the mini-beast is talking all about themselves.		

ENGLISH PLAN (DESCRIPTIVE WRITING) 1 of 1

Date: 13/01/14

Year: 2

Term: A1

Writing Focus: Descriptive Writing

End of Unit Outcomes:

To create a diary entry based on Samuel Pepys.

	Sentence Level Grammar/ Phonics/ Punctuation	Whole Class – Teaching focus	Success Criteria	Teacher Led and Independent Group Tasks		Plenary AFL focus	Guided reading opportunities and Focus
Descriptive Writing Lesson	<p>Phonics Activity: Chn to participate in a game of 'Buried Treasure'. Chn to focus on the 'sh' sound and decide which words are real and which words are fake.</p> <p>Sentence/ Grammar: <i>VCOP focus:</i> Chn to be given a simple, boring sentence which they must try and improve by adding VCOP elements.</p>	<p>L.O: to be able to use a range of appropriate words to describe a noun.</p> <ul style="list-style-type: none"> - Pose the question: 'what is an adjective?' Encourage the chn to discuss its meaning with a partner. - Elicit from the chn what an adjective CAN be. Ensure that categories such as, size, colour, appearance, behaviour, number, age, sounds are highlighted. - Display a noun on the IWB and encourage chn to scribe at least 1 adjective from each category down on their w/b's to describe it. - Teacher to reveal a riddle (describing a specific object) with very limited and vague descriptions. Can anybody guess what it is? No? Why not? Teacher to then model adding more detailed descriptions. 	<p>I can successfully use a range of adjectives to describe a noun.</p> <p>I can successfully use appropriate adjectives to describe a noun.</p>	SE N	Children to label objects around the class and school with as many key describing words as they can think of. Chn to write on strips of paper and photographs to be taken as evidence.	Chn to be provided with the opportunity to share their descriptions with the rest of the class. The rest of the class must try and guess what the object described was.	Chn to read everything displayed on the IWB and the instructions (focus on comprehending what is being asked of them).
				BA	Children to label objects in the outdoor environment with a sentence containing as many key describing words as they can think of. Chn to write on strips of paper and photographs to be taken as evidence.		
				A	Children to be given IPADs to go and take pictures of 10 different items inside/ outside the school building. Chn to then come back and use those items to create a descriptive sentence. Mentioning colour, size, appearance etc.		
				HA	Chn to explore the inside/outside of the school building and pick a noun that they spot. Chn to then create a riddle based on that noun.		

ENGLISH PLAN (PERSUASIVE WRITING) 1 of 1

Date: 16/09/13

Year: 2

Term: A1

Writing Focus: Persuasive/Descriptive Text

End of Unit Outcomes:

To create a piece of persuasive, descriptive writing/work based on our school.

	Sentence Level Grammar/Phonics/Punctuation	Whole Class – Teaching focus	Success Criteria	Teacher Led and Independent Group Tasks		Plenary AFL focus	Guided reading
Persuasive/Descriptive Writing Lesson	<p>Phonics Activity: Chn to participate in a game of 'Buried Treasure'. Chn to focus on the 'ow' sound and decide which words are real and which words are fake.</p> <p>Sentence/ Grammar: <i>Jail word: good</i> Chn to focus on synonyms for 'good'. Chn to find better alternatives to the word using their thesaurus skills.</p>	<p>L.O: to create a piece of descriptive work to persuade the reader. L.O: to use the connective 'because' to give a reason.</p> <ul style="list-style-type: none"> - Introduce the word 'because' - we use it a lot but when do we use it? Display a variety of sentences on the IWB and pose the question: 'why has the word 'because' been used?' - Show a number of different objects on the IWB, encourage the chn to pick one which they really like and use the word 'because' to give a reason why. - Class to then read a letter written by Usain Bolt which details the fact that he wants to visit a school in the area. - Inform the chn of the activity and show the 'teacher's persuasive advert' as an example. 	<p>To be able to successfully use the word 'because' to give a reason.</p> <p>To be able to clearly express my opinion.</p>	SEN	Children to take pictures of things around the school which are really good and to write wow words over each picture using the app on the iPads.	Chn to be provided with the opportunity to share the work that they have created. Chn to peer assess each other using the 2 stars and a wish system.	Chn to read everything displayed on the IWB. Chn to read the letter from Usain Bolt explaining how he wishes to visit a school in the area.
				BA	To have a writing frame and select appropriate wow words to complete each sentence. E.g. We have the _____ dinner centre because _____. Chn to visit the areas mentioned in order to inspire and simulate their minds.		
				A	To have a poster template with sub-headings in which children need to fill with persuasive sentences as to why they're so great, e.g. dinner centre, teachers, ICT suite. Chn to visit the areas mentioned for inspiration.		
				HA	Your task today is to go out and create a TV advert to promote our school as the best school in the world. You may work in 2s or 3s using the recording device. Remember to really sell our school and say how amazing it is so that Usain Bolt selects our school to visit! Remember to use your wow words.		