

Trainee:	Emma	School:	St Vincent's Catholic Primary School.	
Subject:	English	Year group:	Year 1	Date: 29/04/2021
Ability:	Mixed	Resources	IWB with pictures from the walk. Differentiated writing frames. Print-out of pictures and prompts detailing what we saw, heard, touched and smelled on the walk. Print out of the adjective word banks. Mini whiteboards and whiteboard pens. Cut out visual symbols for the senses of sight, touch, hearing and smell.	

Contextual information for the lesson:

The class are going for a sensory walk outside of school in the morning and in this lesson, are creating a poem based on the senses. We were inspired from the poem 'In my Garden', where the poet uses senses to describe her garden.

Topic or focus of the lesson:

Literacy – writing a poem.

Learning intentions or outcomes for the lesson:

To write their own senses poem (sight, hearing, smelling, touching) based on a nature walk completed in the morning. The focus of this lesson is for pupils to be creative, and write their ideas down as the subsequent lesson will focus on editing their work to display.

What do you intend pupils/groups of pupils to have learned by the end of the lesson?

X – to identify and write one thing he saw, heard, smelled and touched on the walk, with adult support to help him compose a sentence using his ideas:

- X will compose a sentence orally, with adult support (through questioning) before writing it down.
- X will identify an adjective to describe each noun, with adult support (through questioning the size or colour for example).
- X will complete 4 sentences using a writing frame with sentence starters ('I saw..., I heard...') and visuals (i.e., an eye, ear, nose and hand).

Group 1 – to describe one thing they saw, heard, smelled and touched on their walk, using an adjective, and writing in full sentences with sentence starters. This group will require more scaffolding from an adult in the 'writing' phase to achieve their learning goals:

- To compose a sentence orally before writing it.

- To correctly punctuate sentences using a capital letter and full stop (focus is on getting their ideas down and the subsequent lesson will focus on editing, however correct punctuation should always be a target).

*Challenge – all pupils will be encouraged to use the connective ‘and’.

Group 2 – to describe what they saw, heard, smelled and touched on their walk, using an adjective, and writing in full sentences. This group should be able to achieve their learning goals with a greater deal of independence after the shared writing activity:

- To compose a sentence orally before writing it.
- To correctly punctuate sentences using a capital letter and full stop (focus is on getting the ideas down and the subsequent lesson will focus on editing, however correct punctuation should always be a target).
- To use the connective ‘and’.

Group 3 – to describe what they saw, heard, smelled and touched on their walk using a range of adjectives, and writing in full sentences.

- To compose a sentence orally before writing it.
- To correctly punctuate sentences using a capital letter and full stop.
- To use the connective ‘and’.
- To use a range of adjectives – i.e., not using adjectives to repeatedly to just describe the size, or just the colour.

Pupil’s learning:

Teaching strategies including progress checking, questioning and key feedback to move learning on and increase pupil progress:

Starter:

Pupils will understand the context, purpose and audience for writing the poem:

- **Context** – to describe our walk using our senses, taking inspiration from the poem ‘In my garden’.
- **Purpose** – pupils will be editing and writing their poems up in ‘best’ in the next lesson for display.
- **Audience** – their peers and teachers.

Pupils will recap key features that need to be in their writing:

- **Senses** – recap the senses we looked at on our walk.
- **Adjectives** – what an adjective is, and how and why we use them.
- **Connective** – ‘and’.

Teach – shared writing:**Sight:**

Pupils will talk with their talk partner about the things they ‘saw’ on their walk. They will write down their ideas on mini whiteboards.

Pupils will share their ideas and will be scaffolded to expand their writing using adjectives.

Hearing and touch:

Pupils will talk with their talk partner about the things they ‘heard’ and ‘touched’ on their walk, writing their ideas on mini whiteboards.

Pupils will share their ideas with teacher and the class.

Smelt:**Starter:**

I will clearly explain the context, purpose and audience for writing the poem because understanding why they are doing a piece of writing, can help engage pupils to get their ideas down.

Take responses from pupil on the senses we looked at on our walk (hands-up response).

Target adjective question at HS.

Remind pupils that they use ‘and’ to join to clauses (or ideas) together.

Teach – shared writing:

Introduce the title of the poem: ‘On my walk’, writing it on the board. Explain to pupils that we are going to practice writing one together before they have a turn.

Instruct pupils to tell their talk partner what they saw on their walk, and to write ideas on their whiteboard. **(2 minutes)** Emphasise that they do not need to write full sentences on their whiteboards or worry about perfect spelling – the important thing is expressing their ideas. Whiteboards are ‘low-risk’ for pupils who have a barrier to writing which negatively impacts their willingness to generate ideas.

Take feedback from pupils:

- Target pupils from the lower attaining groups first as ‘sight’ is the simplest sense that they are most likely to have suggestions for. It is important for these pupils to experience success from the outset.
- Acknowledge the suggestions given and choose one for the shared writing task. Challenge pupils by asking how they would describe it, passing it on to another pupil to get as many responses included in the shared writing:

Pupils will talk with their talk partners about things they 'smelt' on their walk, writing their ideas on mini whiteboards.

Independent writing:

Pupils will write their own poems, with the focus being on getting their ideas down and using adjectives.

Plenary:

Pupils will read their poems to their partner. They need to give their partner a star and a wish about their work (this will be modelled by the teacher). Pupils will write the star and wish on a whiteboard.

Differentiate the questioning to scaffold pupils to expand their writing using adjectives:

LA – 'what colour was it?', 'what size was it?'
MA and HA – 'how could you describe the shape?' 'how did it move?' 'how were the leaves on the tree moving?' 'what were the ducks doing?'

- When writing – emphasise how you are writing 'saw' not 'see' – although lower attainers will have a writing frame with this as they are not expected to be able to change tenses, it is important for all pupils to recognise it, and see it modelled.

Instruct pupils to talk to their talk partner again, this time for 'heard' and 'touched' because they have practiced the process now for 'sight'. **(4 minutes)**.

Take feedback from pupils:

Question will be targeted to stretch and challenge all pupils to expand their descriptions.

Repeat above with 'smell'.

Independent writing:

Explain each writing frame to pupils so they know what to expect, referring back to your example on the board.

All lower attaining pupils struggle to start the writing process, and I expect them to struggle to start even after the shared writing. Before pupils start writing independently, guide all pupils to orally compose their first sentence (the TA will do this with the pupils she is working with), and check the responses of the lower group in particular to help them start off writing.

I will start of working with **X** – helping him orally compose a sentence 1:1 about what he saw before writing it down.

TA will work with **Group 1** to help them orally compose their first sentence before they start writing.

After, go to pupils in the middle and higher attaining groups to assess how they are progressing, giving immediate feedback. **Questioning will target expanding writing using adjectives.**

Plenary - stop pupils after 20 minutes of writing to review what they have done so far. Model 'star and a wish'. Assess what pupils have felt they have achieved in the lesson, and the progress points for the next lesson.

The main assessment points:

- Construct a sentence that makes sense with the connective 'and'.
- Using adjectives correctly to describe.