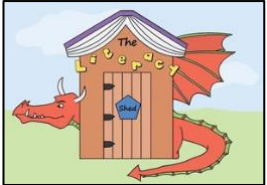
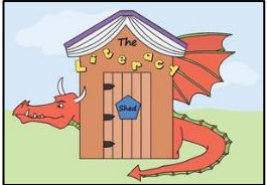
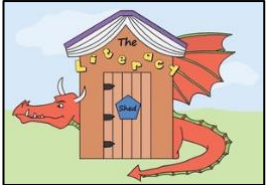
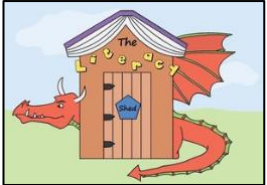
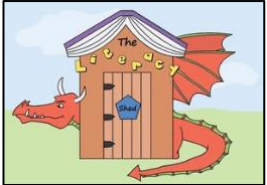


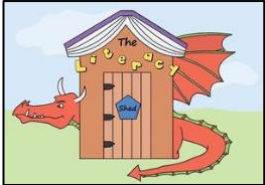
Year: 1		Lesson objective: I am learning to say sentences out loud to help me to write them down.		
Resources: 1a, 1b, whiteboards, words written on strips such as bark/twig/trees – see plenary, images of dark woods, tactile objects linked to woods: moss, twigs, bark, fir cones, coloured fabrics, percussion instruments.		Lesson Number: 1		
Book Title & Author: The Deep Dark Wood by Algy Craig Hall Publisher and Year: Orchard Books, 2015 Hardback or Paperback: Paperback Edition: ISBN-10: 1408325152				
Hook into Session/Opening Activities	Sitting in a circle, display a selection of images of dark woods (resource 1a could be used for this) and ask children to imagine what would live there. Promote lots of discussion about their own experiences of woods and their knowledge of traditional tales/familiar stories that feature dark woods.			
Lesson Input	Make the following resources available to children: twigs, bark, leaves, fir cones, moss, different fabrics and percussion instruments. With images of woods still displayed split class into mixed ability groups. Tell them that they are going to create an imaginary wood scene with props and sounds, imagining what lives there and what sounds that they can hear. Stress that they may only choose one instrument but they also have body percussion that they could use. Let children have time to explore and play before asking each group to perform. Next, introduce strips of paper with sentence starts (resource 1b). Ask children to choose one and verbally complete the sentence, using ideas from their drama work. Ask other pupils if they can improve the sentence. Who can make the shortest/longest sentence that still makes sense?			
Independent Activities	Simplify: Make Resource 1b available to children. Work with a partner and verbally construct sentences based on drama work and the sentence work above. Make whiteboards available to children to write ideas down. Help children to spell words using their phonic knowledge.	Expect: Work with a partner to verbally construct sentences that describe the deep, dark wood and sentences about what they can hear/what might live here. Provide one whiteboard between two to promote discussion. Stress that written sentences must begin with a capital letters and end with a full stop.	Extend: Work with a partner to verbally construct sentences that describe the deep, dark wood and sentences about what they can hear/what might live here. Provide one whiteboard between two to promote discussion. Encourage children to use a wide range of vocabulary.	
Plenary	Pull words from a bag, based on forests: twig/bark/owl/bat etc. Hold up and ask children to construct a sentence that makes sense with these words. Use one of the words yourself to write a sentence that does not make sense and reflects mistakes that you have seen the children making. Ask children to explain the problems and correct them for you.			
Further Teaching Points	If any of the children have used adjectives in their sentences, photocopy and highlight these. Display the sentence(s) with the appropriate image(s) on a working wall to refer to in the next lesson. If you have an outdoor area with trees, this lesson could be taught outside.			

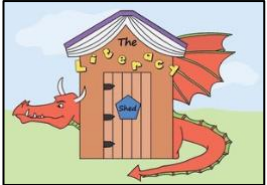
Year: 1		Lesson objective:		
Resources: Images of woods for children’s books, photographs of props (leaves, twigs, bark etc.)		I am learning to write sentences to describe a place.		
Book Title & Author: The Deep Dark Wood by Algy Craig Hall		Lesson Number:		
Publisher and Year: Orchard Books, 2015		2		
Hardback or Paperback: Paperback				
Edition: ISBN-10: 1408325152				
Hook into Session/Opening Activities	Show the front cover of The Deep Dark Wood by Algy Craig Hall . Ask children to discuss what they think the book may be about and what might happen in it. Can they make links to yesterday’s work?			
	Use leaves, bark, twigs and props from yesterday to pass around the circle. Ask children to describe using their senses, how the items look, feel, sound and smells. Introduce these as describing word and that their real name is adjectives.			
Lesson Input	Taking words that children have used to describe the items, write down sentences, modelling capital letters, full stops and placement of the adjective(s). Encourage children to help with spelling common exception words and unknown words using knowledge of phonics. Encourage children to also think of their sentence work from yesterday.			
	As a challenge, place the word ‘and’ instead of a full stop and ask children to suggest what could be added to improve the sentence.			
	Ask children to come underline the adjectives used and collect these onto the working wall.			
Independent Activities	Simplify: Prepare images of woods (resource 1a and additional images of your choice perhaps copied from picture books) and ask children to write simple sentences describing these. Alternatively, children could be given images of the props looked at to write captions.	Expect: Prepare images of woods (resource 1a and additional images of your choice perhaps copied from picture books) and ask children to write simple sentences describing these – encourage children to use adjectives collected during lesson input. Children must use capital letters and full stops almost accurately.	Extend: Prepare images of woods (resource 1a and additional images of your choice perhaps copied from picture books) and ask children to write sentences describing these – encourage children to use adjectives collected during lesson input. Challenge children to use ‘and’ to add extra information to their sentences.	
Plenary	Read ‘ The Deep Dark Wood ’, stopping on several occasions to ask children to predict who the little girl might meet next. What other scary creatures can you think of? Discuss words such as ‘chops’. Ask what sounds they think they might hear at certain points in the story. Discuss the twist at the end. Collect describing words used to describe the creatures in the wood.			
Further Teaching Points	Adjectives are not introduced formally until Year 2. However, it is appropriate for children to start to think about these and especially begin to use them orally.			

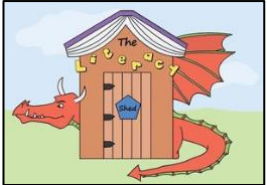
Year: 1		Lesson objective:		
Resources: 3a, 3b, puppet (based on a character from the story)		I am learning to use question marks.		
Book Title & Author: The Deep Dark Wood by Algy Craig Hall				
Publisher and Year: Orchard Books, 2015				
Hardback or Paperback: Paperback				
Edition: ISBN-10: 1408325152				
		Lesson Number: 3		
Hook into Session/Opening Activities	Explain to children that they will be meeting a member of the school/a ‘friend’ of the teacher, and they are going to ask some questions to find out more about this person. Invite a member of staff into class whom the children may not talk to on a regular basis e.g. the caretaker, lunchtime supervisor or Head teacher. Alternatively, the teacher could use a puppet and introduce it to the class. Another option is for you to take on the role of the little girl in the book or the little girl’s best friend -the monster. Ask children to think about some questions that they would like to ask this person. Work in pairs to come up with at least three questions.			
Lesson Input	Introduce person or ‘character’. As children are asking questions, the teacher (if not in role) or a teaching assistant, should write their questions down, without punctuation. Once the interview is over, display these questions and ask children what is wrong with them. Discuss the use of a question mark. What words at the beginning of a sentence tell us that it is a question? With children’s help, punctuate their questions.			
Independent Activities	Simplify: Using Resource 3a , write three sentences that they would like to ask the teacher or teaching assistant. Tell them that they are only allowed to ask their questions, once they are punctuated correctly. Encourage children to think about how some of the question words are spelled, looking for CVC words within them e.g. there’s a ‘hat’ in what and a ‘hen’ in when.	Expect: Write three questions to ask a partner, beginning with a question word and ending with a question mark. Now ask the questions and note down answers.	Extend: Ask children to write down at least three questions that they would like to ask the monster from the story. Stress that these must begin with a capital letter and end with a question mark. With teacher or teaching assistant in role as the monster, interview him/her to gain answers to questions.	
Plenary	Choose some children to feedback about what they found out about their partners and the members of staff. Ask the extend group to share their questions about how the little girl and monster become best friends – invite other children to make suggestions and answer these questions, before the extend group feedback. Display some sentences on the board with missing full stops, capital letters and questions marks. Ask children to identify and correct these.			
Further Teaching Points	In preparation for next lesson, use an art session/homework session to ask children to create a monster or a creature they would like to have a best friend. The activity from the Hook In session could be repeated in subjects such as History or Science where children could interview the teacher in role as a historical figure or a scientist they are studying.			

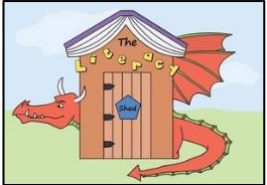
Year: 1		Lesson objective: I am learning to write sentences to describe a character.		
Resources: 4a, 4b, 4c, monster puppet/toy, copies of book		Lesson Number: 4		
Book Title & Author: The Deep Dark Wood by Algy Craig Hall Publisher and Year: Orchard Books, 2015 Hardback or Paperback: Paperback Edition: ISBN-10: 1408325152				
Hook into Session/ Opening Activities	Using a monster puppet, with teacher in role, introduce the puppet as my ‘best friend’. Explain to the children why the monster is your best friend, giving details of how you met, what you do together and the qualities you most like about your friend. Invite children to ask questions that haven’t been answered. Ask children if they can describe the appearance of your monster best friend.			
Lesson Input	Share children’s drawings/images of the monsters they have created in preparation for this lesson. Ask children to think of the qualities of their real best friends and what they like most about them. Share these around the circle. To enhance vocabulary, share and display words such as thoughtful, patient and supportive (include a symbol with each word which will help the children to remember the meaning). Ask children to use these in a sentence such as ‘My friend is patient because she explains rules to me without getting angry.’			
Independent Activities	Simplify: Use word bank on Resource 4a to help to write sentences describing their monster best friend. Rehearse sentences verbally first before writing them down. Use frame on Resource 4b to help to write sentences. Children may write on the sheet.	Expect: Use the writing frame on Resource 4c to help to write their description of their monster best friend. Copy sentence starts and write completed sentences into books.	Extend: Ask children to think about what their monster looks like, where it lives, what it does, what it eats and why the monster is their best friend. Children should write a description of their monster using the image they have drawn. Challenge children to use a question at the end of their work.	
Plenary	Ask children to share their descriptions. Scribe down any good vocabulary heard and ask different children to try and use this word correctly in a sentence of their own.			
Further Teaching Points	Follow up the idea of friendship in a PHSE lesson, looking at what it means to be a good friend. An alternative idea during children’s independent work could be to use images of the troll, witch, giant, wolf and the monster in The Deep Dark Wood. Children could write sentences to describe each of these.			

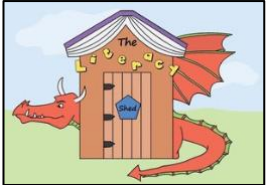
Year: 1		Lesson objective: I am learning to sequence stories.		
Resources: 5a, 5b, 5c, copies of Little Red Riding Hood and The Gruffalo by Julia Donaldson, laminated cut outs of characters from The Deep Dark Wood, envelopes		Lesson Number: 5		
Book Title & Author: The Deep Dark Wood by Algy Craig Hall Publisher and Year: Orchard Books, 2015 Hardback or Paperback: Paperback Edition: ISBN-10: 1408325152				
Hook into Session/ Opening Activities	Re Read ‘The Deep Dark Wood’ asking children to join in with parts that are now familiar to them and adding sound effects - for example on words such as growls and howls. Who can tell the story in no more than five sentences? Group children together and give them discussion time. Each child within the group should feedback one sentence each to tell the story.			
Lesson Input	With children’s help, make a story map on the board: draw a wood and mark on places and characters. On the map, make notes of events. Ensure that this is displayed for the duration of the lesson. Note: Teacher could prepare a simple drawing of a wood and have photocopied characters cut out ready for children to stick on.			
Independent Activities	Simplify: Use Resource 5a , (this should be prepared: cut into strips and placed in envelopes). Ask children to work in partners to read each strip and put these in order to sequence and retell the story.	Expect: Use Resource 5b , (this should be prepared: cut into strips and placed in envelopes). Explain to children that this is a story that is familiar to them and they have to read each strip to work out what the story is and put this in order.	Extend: Work with children, and ask them to think about other stories that are similar to this one e.g. Little Red Riding Hood and The Gruffalo. Model how to fill in Resource 5c . Children may choose to use either Little Red Riding Hood or The Gruffalo. It would be useful to have copies of these books available to children.	
Plenary	Ask children working in the simplify group and expect group to think about other stories that they are reminded of when they read the Deep Dark Wood. What is the same about this story and <i>Little Red Riding Hood</i> and <i>The Gruffalo</i> ? Sit in a circle and see if children can retell Little Red Riding Hood. Have a token such as a piece of red fabric or a basket to pass around and children can only speak of they have it. If children cannot add to the story, they simple pass on the token to the next person. Each child may only say one sentence.			
Further Teaching Points	Encourage children who are sequencing stories to look for specific vocabulary that gives clues as to the order e.g. Once Upon a Time, Happily ever after, finally. Encourage verbal explanations of these.			

Year: 1		Lesson objective:		
Resources: 6a, 6b (enlarged to A3), wolf costume or accessories e.g. ears and a tail		I am learning to sequence sentences to write a short story.		
Book Title & Author: The Deep Dark Wood by Algy Craig Hall		Lesson Number: 6		
Publisher and Year: Orchard Books, 2015				
Hardback or Paperback: Paperback				
Edition: ISBN-10: 1408325152				
Hook into Session/Open ing Activities	Seat the children comfortably together to listen to a story. You may decide to move tables to make room for a circle of children or you may decide to use a different space in school for this activity. Now, dressed as the wolf (or with some wolf accessories), read Resource 6a to the children. Take your time to share the story in a way that really engages the children. Now ask them to discuss with a partner what they think of this version of events.			
Lesson Input	Place children into groups of four and ask them to act out the story that they have just heard. Allow ten or fifteen minutes for this and select a group to share their drama with the class, as a reminder of the key events. Now explain to the children that they will be writing this story of Little Red (from the Wolf’s point of view). Can children work together in their groups to orally retell this story in no more than five sentences? Next, work together as a class to write a set of sentences (using ideas from across the class) to retell the events but leave the end punctuation missing. Would children use full stops or exclamation marks to end these sentences? How do we know which is needed? How do we read sentences differently when they end in an exclamation mark? Discuss. Should any of the sentences end in a question mark?			
Independent Activities	Simplify: Complete the given sentences to tell the story of Lance and Little Red. Resource 6b	Expect: Children first create a storyboard of five images inspired by the story. Children next must write simple sentences for each image to tell the story from the wolf’s point of view, based on the story heard. Resource 6b could be available to this group as a prompt, if required.	Extend: Children write a version of The Deep Dark Wood from the wolf’s point of view based on the story shared in this lesson. Encourage children to use questions marks in their work and to use ‘and’ to join two sentences. Resource 6b could be available to this group as a prompt, if required.	
Plenary	Share Roald Dahl’s Revolting Rhymes, Little Red Riding Hood and the Big Bad Wolf with children. Ask them to spot similarities and differences between what they have just written and this.			
Further Teaching Points	Children working in the extend group may have their own ideas about how to change the story from the wolf’s point of view and should be encouraged to do this.			

Year: 2		Lesson objective: I am learning to join clauses using 'and'.		
Resources: 7a, 7b, 7c, coloured pens, strips of paper to write sentences on, envelopes		Lesson Number: 7		
Book Title & Author: The Deep Dark Wood by Algy Craig Hall				
Publisher and Year: Orchard Books, 2015				
Hardback or Paperback: Paperback				
Edition: ISBN-10: 1408325152				
Hook into Session/Opening Activities	Note: Teachers may feel that they need to move this lesson so that it is taught earlier in the unit, Display the alphabet and ask children to list a name for every letter of the alphabet. Remind children that names need capital letters. Which letters were tricky to think of names for? Give children names such as Quentin and Xanda for the letters Q and X.			
Lesson Input	Choose some sentences from children's work yesterday that could have been joined with 'and'. Write these up on the board and ask children how these could be joined. Rewrite the sentence modelling what happens to the full stop and the capital letter. Repeat a few times. Using names collected at the start of the session, ask children to write two sentences – one each about a different person e.g. Queenie likes chips. Xanda likes fish. Now ask them to join with 'and'. What happens if you change the order? Does it matter?			
Independent Activities	Simplify: Provide children with Resource 7a cut into strips and ask children to work in pairs to match sentences that could be joined with 'and'. Ask them to try and make sentences that make sense and that aren't silly. Discuss why some combinations would be silly. Extend: write sentences up into books using 'and' to join or paste sentences into books, crossing out the full stop and capital letter in the middle and adding 'and'.	Expect: Provide children with copies of Resource 7b . Children to work in pairs. Give children five strips of paper each and without showing their partner, ask them to write a different sentence on each strip choosing one word to include, each time from 7b . It would be useful if children each used a different coloured pen. Lay out their strips in columns and match sentences that could be joined with 'and' (some of these might be silly)! Say aloud, adding 'and' Extend – write up in books with correct punctuation.	Extend: As 'expect' group but also ask children to read sentences in both possible orders. Which sounds better and why? Extend – write up in books with correct punctuation in the order which sounds better.	
Plenary	Ask children to look at their work from yesterday. Can they spot two sentences together that could have been joined with 'and'? Rewrite as one sentence (using and) underneath.			
Further Teaching Points	Before next lesson, allow time to read 'The Gruffalo' by Julia Donaldson. Compare the story to The Deep Dark Wood . What is similar about these stories? Discuss Gruffalo crumble and what ingredients children think will be in it – the more disgusting, the better! Explain that children will be making Gruffalo crumble by following a set of instructions. In mixed ability groups, follow the instructions on Resource 7c to make Gruffalo crumble. Encourage children to read through instructions before starting and ask an adult volunteer to explain anything that is not clear. Take photographs of each stage for use in independent activities tomorrow (these could include children washing their hands at the start of the lesson). Ensure relevant permission has been granted.			

Year: 1		Lesson objective:		
Resources: 7c, photographs of the making of Gruffalo crumble		I am learning to write instructions.		
Book Title & Author: The Deep Dark Wood by Algy Craig Hall		Lesson Number:		
Publisher and Year: Orchard Books, 2015		8		
Hardback or Paperback: Paperback				
Edition: ISBN-10: 1408325152				
Hook into Session/Opening Activities	Write the word ‘verb’ on the board and ask children if they have heard of it. Explain that it is a doing word and ask children if they can think of any. Display Resource 7c from yesterday again and underline the verbs that begin the sentences. Ask children to read these out. How do they sound on their own? (Bossy).			
Lesson Input	Give out verbal instructions, beginning with a verb for children to follow: Pick up a pencil/Stand on one foot/Shake your friend’s hand/Wiggle a finger etc. Display photographs taken during the cooking of Gruffalo crumble. Invite children to come up and order them. Choosing some of the images, ask children to verbally construct an instruction beginning with a bossy verb. Can others improve it?			
Independent Activities	Simplify: Give children five of the most important images in order and ask them to write an instruction or caption to go with it.	Expect: Give children eight images taken yesterday in order. Write an instruction for each step, making sure that some begin with a bossy verb (the verbs from Resource 7c could be written down and made available to this group).	Extend: As in ‘Expect’ but also ask children to make a list of equipment needed.	
Plenary	Give children an everyday, mundane job such as sharpening a pencil or making orange squash. Ask them to give the teacher simple instructions as to how to do this. The teacher should follow exactly what the children ask them to do.			
Further Teaching Points	Provide children with plenty of opportunities to read, follow and give instructions e.g. PE, drawing, PSHE and maths activities. Programming Beebots/ other simple robot devices could be a really good way of exploring how clear and exact instructions need to be.			

Year: 1		Lesson objective:		
Resources: 9a, 9b, 9c, 9d, 9e, cuddly soft toy such as a cat or a dog.		I am learning to use instructional language.		
Book Title & Author: The Deep Dark Wood by Algy Craig Hall		Lesson Number: 9		
Publisher and Year: Orchard Books, 2015				
Hardback or Paperback: Paperback				
Edition: ISBN-10: 1408325152				
Hook into Session/	Bring in a cuddly toy such as a cat or a dog and tell children that this is the new class pet. Remind them of the alphabet activity, collect names and name the pet.			
Opening Activities	Ask children if they have any pets at home and what they need to do as responsible owners to help to keep the pet healthy and safe? What things do we need to make sure that all pets have? Begin to make a list with the children.			
Lesson Input	Display Resource 9a and read and discuss together. Discuss language such as ‘grooming’, ‘microchipped’, ‘carnivores’ and ‘vaccinations’. Ask children to try and use these words in a sentence of their own. Ask children to feedback what they think are the important points and how this information can help to look after the new class ‘pet’.			
Independent Activities	Simplify: On Resource 9b , write up to eight things that an owner needs to do in order to look after a dog properly.	Expect: Use Resource 9c to read about cats and how to look after them. Use Resource 9d to identify six ways they need to be cared for. Children could underline the bossy verbs on the resource. As an extension, children could turn their findings into instructions, beginning with a bossy (imperative) verb.	Extend: Use either Resource 9a or Resource 9c . Underline the bossy verbs on the sheet. Write five instructions about how to look after a dog or cat on Resource 9e . Make sure instructions begin with a bossy (imperative) verb. You may wish to make a list of imperative verbs available to children to help them to do this.	
Plenary	Ask the extend group to read out some of their instructions and ask the children in the simplify and expect groups to listen out for bossy verbs. Invite children from these two groups to offer additional information which they feel would be important to include in the instructions. What would children choose as the <u>one</u> most important instruction for looking after a cat? Write this on a whiteboard and underline the imperative verb.			
Further Teaching Points	Although the term ‘verb’ is not taught in Year 1, it is important to expose children to this when looking at instructional writing.			

Year: 1		Lesson objective:		
Resources: 10a, 10b, 10c, monster puppet		I am learning to write a set of instructions.		
Book Title & Author: The Deep Dark Wood by Algy Craig Hall Publisher and Year: Orchard Books, 2015 Hardback or Paperback: Paperback Edition: ISBN-10: 1408325152		Lesson Number: 10		
Hook into Session/ Opening Activities	Remind children of the monster best friends that they designed and wrote about earlier in the unit. Ask children to think about all of the things that pets need and list these together: <i>home, grooming, food, health checks, love, and exercise</i> . Reintroduce teacher’s ‘monster’ friend puppet from Lesson 4. Look at the appearance of the monster puppet and ask children to use their imaginations and think about any special care this monster may need. For example, if it has long hair, it may need extra grooming; if it has sharp claws, they may need a trim from time to time.			
Lesson Input	As a shared writing exercise, model how to write instruction to look after the monster, (teacher could be in role with monster whispering ideas in the teacher’s ear). What words do we start our instructions with? What do we need to remember in our sentences? Who can use a question? Who can use an exciting word we’ve gathered throughout this unit?			
Independent Activities	Simplify: Use Resource 10a . Children list words under each subheading to show what their ‘monster’ will need. Use these ideas to begin to write five instructions in their books.	Expect: In pairs or small groups, children list words under each subheading created together at the start of the lesson (on large sheets of paper where an adult has listed the headings for the groups) detailing what their ‘monster’ will need. Now use these ideas to independently write five instructions on Resource 10b . Most sentences will begin with a capital letter and end with a full stop and many should begin with an imperative verb.	Extend: Use Resource 10c to write a set of instructions to look after a monster. Remind children to start their sentences with an imperative verb and to number each one.	
Plenary	Ask children to share their work. Who has started an instruction with an imperative verb? Who has punctuated their instructions carefully? Who has used a word such as vaccination?			
Further Teaching Points	Ask children to think carefully about their drawings. For example, if their monster has long hair, they will need an instruction about grooming. Encourage more able children to have at least one instruction that addresses this. As an end to this unit, children could hold a best friend’s picnic or tea based on the little girl and her monster best friend at the end of the book. They could bring along their favourite cuddly toy. Instructional texts could be further developed with children designing and making sandwiches and lemonade for this special meal, (D/T link).			