

In the park

For ease, we have continued to refer to 'Story' Green Words in the non-fiction lessons.



Teacher's Preparation

Prepare as for p.56. Print out and display the Story Green Words (see online file 'NF5.1 In the park', starting with tab a): *park, large, grass, bench, count, pond, part, dig, fetch, garden, cricket, picnic, lolly, carton, playground, roundabout, exploring, bushes, flying, swings, sticks.*

Display these Red Word Cards in your pocket chart: *of, you, there, are, to, do, watch, above, they, love, ball.*

Collect together some leaflets showing information about a range of places.

DAY 1

<p>Day 1 timetable</p> <p>See guidance below for activities in bold. See pp.56–58 for other Day 1 activities.</p>	a. Daily Speed Sounds Lesson	g. Book Introduction
	b. Speed Sounds from the Storybook	h. First Read – Children
	c. Story Green Words	i. Read Aloud – Teacher
	d. Speedy Green Words (online file NF5.1b)	j. Red Rhythms – Spelling Red Words
	e. Red Word Cards	k. Handwriting
	f. Partner Practice	



Book Introduction

Reminisce about your childhood experiences of playing in the park. For example:

When I was a child, there was nothing I enjoyed more than going to the park on a Sunday afternoon. The park was full of lawns, paths, plants and tall trees – like a huge garden. There was so much space to run around in.

We played cricket and football, or sometimes we just threw a ball or frisbee around. We would ride up and down the long paths on our scooters, or race each other on our bikes or roller-skates.

In the playground we'd build castles in the sand pit, zoom down the slide, go high on the swing. Mum would always tell us not to go *too* high.

When the weather was good, we'd take a picnic and, after we've finished eating our sandwiches, we'd go exploring in the bushes and trees or count the fish in the pond. Sometimes we'd just lie back and watch the birds flying above.

On a really hot day we would get a lolly from the ice-cream van. Yummy!

Sometimes my friend would come along with her dog and we'd throw big sticks for it to catch.

This book tells us about all the things you can do at the park.

TTYP: What do you like doing at the park?

Red Rhythms – Spelling Red Words See *Get Writing! Yellow*, p.43.

DAY 2

<p>Day 2 timetable</p> <p>See guidance below for activities in bold. See pp.58–60 for other Day 2 activities.</p>	a. Daily Speed Sounds Lesson	f. Second Read – Children
	b. Speedy Green Words (online file NF5.1b)	g. Fred Fingers – Spelling Green Words
	c. Red Word Cards	h. Red Rhythms
	d. Partner Practice	i. Hold a Sentence – 1 and 2
	e. Jump-in	j. Handwriting

Fred Fingers – Spelling Green Words See *Get Writing! Book*, p.43.

GW Hold a Sentence – 1 and 2

- 1) You can have fun exploring in the trees and bushes.
- 2) Throw a stick for your dog to fetch.

See *Get Writing!* Book, p.42.

DAY 3 See guidance below for activities in bold . See pp.60–61 for other Day 3 activities.	a. Daily Speed Sounds Lesson	e. Questions to Talk About
	b. Partner Practice	f. Questions to Read and Answer
	c. Think About the Information	g. Build a Sentence
	d. Third Read – Children	h. Handwriting

U Think About the Information

p.9 TOL about how a park is like a big garden.

pp.10–11 TOL about the games and activities you can do in a park.

MTYT (with feeling): *You can go exploring in the trees and bushes.*

p.13 TOL about your favourite lolly or ice cream.

pp.14–15 TOL about different equipment in playgrounds, e.g. slides, swings, climbing frames, poles, roundabouts, ladders.

TTYP: What do you like best in the playground?

TOL about playing in the sandpit – what you need and what you can make.

p.16 TOL about how your dog (or one that you know) loves the park.

U **GW** Build a Sentence

Tell children that tomorrow they will write a leaflet about a local park. Explain that today you are going to help them build up a sentence describing some activities that people can enjoy in the park.

1. Display the pictures of the park, showing different features and activities (online files NF5.1d).
MTYT: *You can have fun in the park.*
2. TTYP: What can you do in the park? Draw out responses such as *cycling/rollerskating/playing in the sandpit/climbing on the frame/going down the slide/having a picnic*. Model how to build some of the children's ideas into a sentence, starting *You can...*, e.g. *You can ride your bike in the park.*
3. TTYP: What else can you do in the park? Encourage children to think of another activity and show how to add it to their sentence, e.g. *You can ride your bike in the park and you can have a picnic.*
4. Ask partners to decide on their own sentence and to practise saying it until they can remember it. Select a few partners to say their sentences to the group.
5. Ask children to write their own sentence on p.42 of their *Get Writing!* Book. Encourage children to spell new words using their phonic knowledge. Accept phonically-plausible spellings.

DAY 4 See guidance below for activities in bold . See pp.61–63 for other Day 4 activities.	a. Daily Speed Sounds Lesson	e. Proofread – Spelling
	b. Spell Check	f. Proofread – Grammar
	c. Grammar	g. Write a Leaflet about the Park
	d. Vocabulary	h. Handwriting

GW Grammar

1. Remind children that non-fiction texts are written to give people information. Explain that leaflets

- are a type of non-fiction text that usually give information about places or events, encouraging people to visit and enjoy them. (If possible, show children some leaflets that you have collected.) Point out that core information is usually given in sentences which are **statements** (as opposed to questions, exclamations or commands).
- 2. Ask children to complete the Grammar activity on p.43 of their *Get Writing!* Book. Remind them that statements always start with a capital letter and end with a full stop. (They are sometimes confused with commands (instructions), which can also end in a full stop, but commands always start with a verb that gives an order. You can use the term 'imperative' if appropriate to the year group.)
- 3. Ask children to **TTYP** to check if they have ticked the same sentences and if not, to discuss which answers are correct and why.
- 4. Tell children the correct responses and explain any difficult points. (The statements are: *You can have fun in the park.* *Dogs love to run and play in the park.* and *The sandpit is full of soft sand.*)



Vocabulary

- 1. Explain that good writers try to develop a wide vocabulary and use a variety of words to make their writing more interesting. Point out that it can sound repetitive to use the same words again and again, e.g. *I went on the slide, then I went on the swing, then I went on the roundabout.* It's more interesting to say *I whizzed down the slide, then I kicked high up on the swing, then I spun round on the roundabout until I was dizzy.*
- 2. On the board write the word *said* in the centre. Use **MTYT** to say the word. Explain that this word is often used too much and there are more interesting words that could be used instead. Ask children to **TTYP** to say other words that mean something similar but are more interesting. Draw out suggestions such as *shouted/whispered/yelled/cried/called/mumbled* and add them to the board, making a spider diagram.
- 3. Ask children to turn to the Vocabulary activity on p.43 of their *Get Writing!* Book. Ask them to complete a spider diagram for the words *looked* and *ran*. If necessary, give children example sentences containing these words, such as: *I looked at the old house,* or *Amid and Jemma ran in the park.*
- 4. Ask children to **TTYP** to check if they have written some of the same words. Note that there are many correct alternatives, so any differences do not necessarily mean they are wrong.
- 5. Take feedback from children and explain any difficult points. (Responses might include the following vocabulary for *looked*: *glared/watched/peered/gazed/peeped/glanced/stared*; *ran*: *jogged, raced, scampered, sprinted, dashed.*)



Write a Leaflet about the Park

Note that this activity should be started on Day 4 and completed on Day 5.

- 1. **TOL** about some of the things that you like doing in the park and how you want to encourage other people to enjoy the park too.
- 2. Use online file NF5.1 (tab g onwards) for this activity. Say that you have agreed to help write a leaflet about the park which will be printed and given out to local people. Explain that the children will be helping you to write this leaflet.

Ask children to turn to pp.44–45 in their *Get Writing!* Book. Display the outline of the leaflet on the online file and point out that it is divided into two sections. The first section will tell people what they can do in the park. The second section will tell people what they cannot do and what they should do in the park. **TOL** about how important it is that people look after places to keep them safe and clean for everyone to enjoy.

3. **TTYP**: What can you do in the park? Encourage children to draw on information from the book. They can also add their own ideas if they wish. Draw out responses such as *ride a bike or scooter/ play football/have a picnic/look at trees and bushes/run races/play in the sandpit*. Remind children of the ideas they had in the Build a Sentence activity on Day 3. Use **MTYT** to build one of the responses into a full sentence, e.g. *You can ride a bike or have a picnic*.

Now ask children to think about rules of the park and how everyone should try to keep it safe and clean. **TTYP**: What are the rules of the park? Draw out responses such as *Put your litter in the bin/Pick up your dog's mess/Do not pick the flowers/Take turns on the swings/Keep off the flower beds*. Using the children's ideas, develop a full sentence, using **MTYT**, e.g. *Pick up your litter and put it in the bin*. Encourage children to phrase these rules as instructions (commands), starting with an imperative verb.

4. Go back to the ideas about what you can do in the park. Drawing on some of the children's ideas, use the online file (tab g) to model how to write the first bullet point, starting *You can...* Keep re-reading as you write to check that it makes sense.

5. Hide your writing. Ask children to practise their own sentences aloud with their partner until they can remember them. Select a few partners to say their sentences to the group. Then children can write their own sentences on pp.44–45 of their *Get Writing!* Book, using the Useful words if necessary. Encourage children to spell new words using their phonic knowledge. Accept phonically-plausible spellings.

6. Repeat Steps 4 and 5 (demonstrate how you write, then ask children to write) for both sections of the leaflet, providing as much support as children need to complete writing their leaflets.

DAY 5	Day 5 timetable	a. Daily Speed Sounds Lesson	d. Partner Proofread
	See Day 4 for guidance on the activity in bold . See pp.63–64 for other Day 5 activities.	b. Spell Test	e. Words to Keep
		c. Write a Leaflet about the Park (continued)	f. Linked Text

GW Write a Leaflet about the Park (continued)

On Day 5, children continue the writing activity that they began on Day 4.