

**Collins**

**NEW SKILLS  
RESOURCES  
FOR 2017**



**Everything** you need for  
English, under one roof.

A comprehensive and flexible suite of books and digital resources  
providing complete coverage of the National Curriculum

**Spelling**

**Comprehension**

**Vocabulary, Grammar and Punctuation**

**Composition**

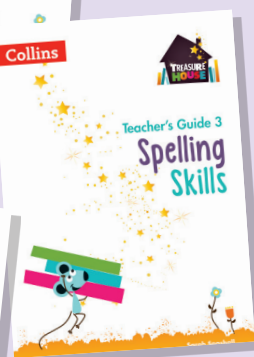
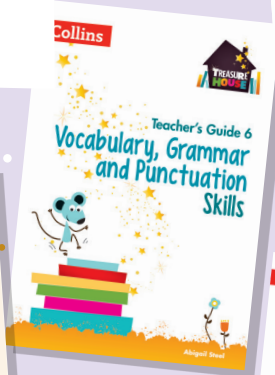
**Handwriting**



**[www.collins.co.uk/TreasureHouse](http://www.collins.co.uk/TreasureHouse)**

# Treasure House provides complete support for English

- A **comprehensive suite of books and digital resources** written for the English Programme of Study
- Flexible resources to suit your teaching needs and **an approach that works for your pupils**
- **Exciting interactive resources** on Collins Connect to support your chosen teaching approach
- Frequent **formative assessment opportunities** and carefully crafted practice activities to prepare pupils for SATs
- **Handwriting resources** to support handwriting development and ensure extra spelling practice
- The Reading Attic – digital resources to inspire a **love of reading for pleasure** in all pupils
- **NEW Foundation books and digital resources** to support EYFS outcomes for reading, writing, speaking and listening



## Select a teaching approach to suit your needs

### Skills Focus Pathway

A focus on key skills to ensure your pupils fully master spelling, comprehension, composition and vocabulary, grammar and punctuation. In-depth Teacher's Guides and Pupil Books for each skill provide discrete practice and consolidation.

### Integrated English Pathway

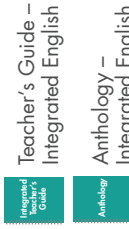
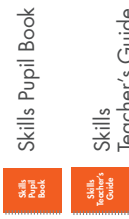
A complete English programme which supports a holistic approach to English and teaches the core skills in context. Teacher's Guides for each year offer genre-based teaching sequences supported by Anthologies containing source texts.

Take a look at the resources available for each Treasure House pathway

Order online at [www.collins.co.uk/TreasureHouse](http://www.collins.co.uk/TreasureHouse)

# The Treasure House Pathways...

Key:











Plus, My Word Books are available for extra spelling and handwriting practice.

## Skills Focus Pathway Years 1-6

Spelling	Vocabulary, Grammar & Punctuation	Comprehension	Composition
Available for each year Available for each year as 1 and 3 year subscriptions 	Available for each year Available for each year as 1 and 3 year subscriptions 	Available for each year Available for each year as 1 and 3 year subscriptions 	Available for each year Available for each year as 1 and 3 year subscriptions 

## Integrated English Pathway Years 1-6

 Available for each year	 Available for each year	  Available as 1 and 3 year subscriptions by year. Includes skills activities and access to the Reading Attic.	
Spelling	Vocabulary, Grammar & Punctuation	Comprehension	Composition
 Available for each year	 Available for each year	 Available for each year	 Available for each year

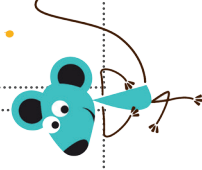
## Optional Extras

Handwriting	The Reading Attic
Photocopiable Teacher Resource Packs and Pupil Workbooks for each year 	Available for each year as 1 and 3 year subscriptions

## Optional Extras

Handwriting
Photocopiable Teacher Resource Packs and Pupil Workbooks for each year 

To discuss which option would work best for your school, contact your local sales rep or Customer Services using the contact details provided in the enclosed order form.



# Skills Focus Pathway

A rigorous programme that allows you to concentrate on key skills to ensure your pupils fully master spelling, comprehension, composition and vocabulary, grammar and punctuation. In-depth Teacher's Guides and Pupil Books for each year and skill provide discrete practice and consolidation through targeted units focusing on different aspects of English.

Pupil Book

Skills Teacher's Guide



## Skills Teacher's Guides

Overview for each unit with clear lesson objectives tied into the curriculum

Support, embed and challenge section to support a mastery approach

Introduction to help set out any prior learning and introduce the concept/text

Photocopiable resource worksheets for extra practice



### Unit 6: Words ending in -le

#### Overview

##### English curriculum objectives

- The /l/ sound spelt '-le' at the end of words

##### Treasure House resources

- Spelling Pupil Book 2, Unit 6, pages 14-15
- Collins Connect Treasure House Spelling Year 2, Unit 6
- Photocopiable Unit 6, Resource 1: Break up the sounds, page 97; Photocopiable Unit 6, Resource 2: At the fair, page 98

#### Additional resources

- '-le', '-el', '-al' and '-il' word cards: wriggle, wrestle, knuckle, knobble, circle, table, apple, little, middle, jungle, cycle, people, bottle, horrible, yell, label, angel, barrel, kennel, local, signal, metal, animal, hospital, magical, pencil, gerbil, until, coral, pupil

#### Introduction

##### Teaching overview

Many words end with an /l/ sound. This ending can be spelt 'le', 'el', 'al' or 'il', but the '-le' spelling is by far the most common. The other spellings for this ending ('-el', '-al' and '-il') are covered in the next three units. Children should be encouraged to use '-le' for this ending sound when unsure of the spelling.

##### Introduce the concept

Provide groups of children with sets of '-le', '-el', '-al' and '-il' word cards. First, challenge them to find words with the 'w-' or 'kn-' spellings for /l/ and /n/.

Next, tell them to read the words together in their groups and try to listen for a sound that is in each word. Agree it's the /l/ ending. Explain that, although we often say these words with an indistinct vowel before the /l/, we spell this sound in different ways. It is likely that in the past more distinct pronunciation would have made the spelling more obvious. Ask: 'Which pile of words is the largest?' Agree that it is the pile of words with the '-le' spelling. Explain that this is the most common of the endings and the one that you are going to practise first.

#### Support, embed & challenge

##### Support

Read together some of the word cards with the '-le' ending from the opening activity. Model reading a word then breaking it down into individual sounds and word then letters or digraphs for these sounds.

Ask these children to complete Unit 6 Resource 1: Break up the sounds.

##### Embed

Ask these children to work in pairs. Challenge each pair to write six words that end '-le'. Have a race to see which pair can write six correct words the fastest.

Challenge the children to find and write down ten items from Unit 6 Resource 2: At the fair. There are 15 items: 'bottle', 'castle', 'apple', 'people', 'bottle', 'bicycle', 'table', 'circle', 'eagle', 'whistle', 'bubble', 'turtle', 'pineapple', 'waffle', 'juggle'.

Challenge these children to think of words with '-le' that have a double consonant.

#### Homework / additional activities

##### Spelling test

Ask the children to learn one of the following lists of words for a spelling test. Challenge for five of the words on their list.

Words ending in -le	Support words	Challenge words
circle	people	circle
table	bottle	little
apple	castle	horrible
little	possible	middle
middle	trouble	jungle
horrible	purple	cycle
jungle	triangle	people
cycle		bottle
		horrible

#### Collins Connect: Unit 6

Ask the children to complete Unit 6 (see Teach → Spelling → Year 2 → Unit 6)

#### Pupil Book pages 14-15

##### Pupil practice

##### Get started

This activity encourages the children to locate the letters used in the /l/ ending.

##### Answers

1. cable [1 mark]
2. wobble [1 mark]
3. castle [1 mark]
4. simple [1 mark]
5. circle [1 mark]
6. feeble [1 mark]
7. rubble [1 mark]

##### Try these

This activity challenges the children to correctly spell words using phonics, knowing that the word will end in '-le'.

##### Answers

1. ankle [1 mark]
2. triangle [1 mark]
3. table [1 mark]
4. apple [1 mark]
5. puzzle [1 mark]

##### Now try these

This activity gives the children practice in correctly writing out words and using them in context.

##### Answers

1. The old castle was in ruins. [1 mark]
2. The pain in my foot makes me hobble. [2 marks]
3. I have a bubble on top of my hat. [2 marks]
4. My mum told me that I was in trouble. [2 marks]
5. I love to eat a nice, juicy apple. [2 marks]



Pages from Year 2 Spelling Skills Teacher's Guide

A Review unit for each term assesses pupils' progress

## Skills Pupil Books

A child-friendly introduction to each subject is followed by three sets of practice activities

Variety of activities ensure plenty of practice of the key skills



#### Review unit 2

Can you remember the spellings you've learned this term? Answer these questions to find out.

A. Four of the words in this list are spelt incorrectly. Write out the list, correcting the spelling mistakes.

- |              |           |
|--------------|-----------|
| nough        | feild     |
| transferring | reference |
| recieve      | through   |
| world        | cott      |

B. Write the word by adding the prefix or suffix. Remember: you might need to change the spelling of the root word or use a hyphen. One has been done for you.

- |                  |                    |
|------------------|--------------------|
| 1. co- = enter = | 2. prefer = ad =   |
| Answer: re-enter | Answer: re-enter   |
| 3. buffer = ed = | 4. co- = own =     |
| Answer: buffered | Answer: co-owned   |
| 5. infer = ing = | 6. differ = ence = |
| Answer: inferred | Answer: differed   |
| 7. de = ed =     |                    |
| Answer: deduced  |                    |



See pages 5-8 to learn more about the Skills Pupil Books



# Skill: Comprehension

Your pupils will learn to retrieve and record information, draw inferences from texts and understand the features of a wide range of text types.

Pupil Books and Teacher's Guides available for Years 1–6

Pupil Book

Skills Teacher's Guide



## Pupil Books

Questions draw inferences on characters' feelings, motives and actions



### Comprehension Unit 3

#### Fiction (classic): 'Robinson Crusoe'

From 'Robinson Crusoe' by Daniel Defoe

Robinson Crusoe has been shipwrecked on a remote island.

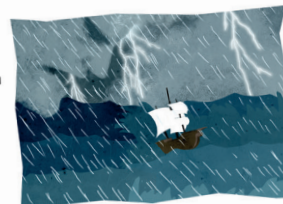
**Eighth day** Yesterday I brought back from the ship a quantity of tools, a drill, a dozen hatchets, a grind-stone for sharpening, iron crowbars, a large bag of nails and rivets; with sails, ropes, poles, two barrels of powder, a box of musket balls, seven muskets, a third shotgun, lead, a hammock, a mattress, blankets, clothes and great coats. I thought that I had rescued nearly everything that was on board. But I was wrong, for today, returning from a trip to the wreck that almost cost me dear – the wind having risen, I capsized with my whole load in the middle of the creek – I saw Japp, the captain's dog, come bounding joyfully along, an Irish setter I had thought drowned with the crew. I think that the poor beast, swept away by the current had landed on the island much farther away, and had difficulty in finding me. This evening I pitched a little tent with the poles and sail-cloth, under which I spread my bed. I have piled up all my riches in a shelter from the rain that was threatening. My dog snores at my feet, I have dined on a bit of dried meat and a ship's biscuit, and in spite of a rising wind I am prepared to pass a good night.



#### Get started

Write sentences to answer each question. Refer to the text in your answer.

1. For how many days has Robinson Crusoe been shipwrecked?
2. What surprised Crusoe on the eighth day?
3. What type of dog was Japp?
4. Who had been Japp's master?
5. Why did Crusoe think it had been difficult for Japp to find him?
6. What did Crusoe do with the poles and sail-cloth?
7. What did Crusoe eat for dinner?
8. List five items that Crusoe recovered from the shipwreck.



#### Try these

Write sentences to answer each question. Explain how or why you came up with your answer.

1. Crusoe says his trip 'almost cost me dear'. What does he mean by this? What is Crusoe concerned about, and why?
2. How do you think Japp felt about Crusoe?
3. How do you think Crusoe felt about Japp?
4. How was Crusoe feeling by the end of the day?
5. Why do you think Crusoe ate so little dinner?
6. Why do you think Crusoe wants to save the tools from the ship?
7. Why do you think Crusoe is writing a diary?
8. Is this a historical story?



#### Now try these

1. Describe the character of Robinson Crusoe, based on what you learn in the extract.
2. Make a mind map about the different feelings that Crusoe would have had at different points during the story, including before and during the shipwreck. Think about when and why he would feel these different emotions.
3. Note down at least three features that tell you the extract is a diary entry.
4. Look at the very long sentence that starts with 'But I was wrong'. Note down the three events reported in the sentence. Why do you think Crusoe uses long, complicated sentences instead of short, snappy ones? What effect do they have?
5. Write a letter from Robinson Crusoe to his family. Think carefully about what he would want to tell them, and what he may not want to say.



Extracts from high-quality fiction and non-fiction broadens awareness of different text types

Pupils will evaluate the effects of language choices and structure

Pupils are encouraged to explore and analyse a text in more detail

# Skill: Spelling

Tackle all the National Curriculum objectives for spelling with a systematic programme of spelling activities. Help pupils remember key spelling rules by investigating how they work.

Pupil Book

Skills Teacher's Guide



## Pupil Books

Pupil Books and Teacher's Guides available for Years 1–6



### Spelling Unit 1

#### The suffixes -cious and -tious

The ending -ious can be added to turn nouns into adjectives. If the root word ends in -ce, the ending is -cious.

Remove the e before adding -ious: grace + ious = gracious.

If the root word ends in -tion, the ending is -tious.

Remove the -ion before adding -ious: caution + ious = cautious. There is one common exception: anxious.

#### Get started

Sort these words into nouns and adjectives by looking at the word endings. Copy and complete the table. One has been done for you.

1. infectious
2. conscious
3. caution
4. infection
5. space
6. fictitious
7. cautious
8. spacious
9. grace
10. avarice



Nouns	Adjectives
	infectious

6

Small, manageable steps ensure practice and progression

Spelling rules are introduced at the start with a clear explanation

Activities enable pupils to apply knowledge

#### Try these

Choose the correct spelling of each word. One has been done for you.

1. spatious / spacious  
Answer: *spacious*
2. malicious / malitious
3. nutritious / nutrititious
4. pretentious / pretentitious
5. contencious / contentious



Copy and complete the sentences by choosing the correct spelling of each word. One has been done for you.

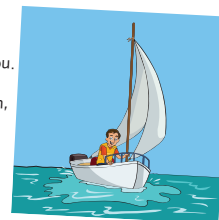
1. Sumo wrestlers must have voracious appetites. (voracious / voratious)
2. Liza never walks under ladders: she is \_\_\_\_\_ (supersticious / superstitious)
3. The greedy millionaire was an \_\_\_\_\_ man. (avaricious / avaritious)
4. My brother is always a \_\_\_\_\_ host. (gracious / gratious)
5. Be \_\_\_\_\_ when handling deadly snakes. (caucious / cautious)

#### Now try these

Change each noun to an adjective and use it in a sentence of your own. One has been done for you.

ambition, malice, nutrition, pretention, contention, vice, auspice, caprice, office, fraction

Answer: Seth's plan to sail around the world was *ambitious*.



7

# Skill: Vocabulary, Grammar and Punctuation

Pupil Book

Skills Teacher's Guide



Your pupils will develop their knowledge and understanding of vocabulary, grammar and punctuation skills to become confident and skilled writers.

## Pupil Books

Develops knowledge of word formation patterns

Pupil Books and Teacher's Guides available for Years 1–6

### Vocabulary Unit 2

#### Compound nouns

A **compound noun** is a noun that is made from two words put together. Compound nouns can be treated as one word.

- back + pack = backpack

I carry my school bag on my back. It is a **backpack**.

- gold + fish = goldfish

The fish is a beautiful gold colour. It's a **goldfish**.



#### Get started

Copy the sentences and underline the compound nouns. One has been done for you.

1. I spread the tablecloth on the grass for a picnic.

Answer: I spread the tablecloth on the grass for a picnic.

2. I looked at my eyebrows in the mirror.
3. The lighthouse saved ships from crashing into the rocks.
4. I have a terrible headache today.
5. The policewoman caught the thief outside the shop.

8

Pupils are given opportunities to practice grammar rules

Pages from Vocabulary, Grammar and Punctuation Skills Pupil Book 2

### Grammar Unit 3

#### Expanded noun phrases

We can use words called **adjectives** to describe **nouns**. We can also add descriptive details after nouns.

- dog
- the dog
- the happy dog
- the happy dog on the lead



#### Get started

Copy the sentences and underline the noun that we are describing. One has been done for you.

1. the glass vase  
Answer: the glass vase
2. the purple jumper
3. the useful little gadget
4. the house with the creaking door
5. that cheerful little girl in the nursery



Collins



### Pupil Book 2 Vocabulary, Grammar and Punctuation Skills



Complete each sentence using a compound noun made from the words in the box. One has been done for you.

hand	play	post	sun	tooth
bag	glasses	ground	man	paste

1. I love cleaning my teeth with this new \_\_\_\_.

Answer: I love cleaning my teeth with this new toothpaste.

2. The \_\_\_\_ delivered a parcel this morning.
3. My dad put on his \_\_\_\_ because it was sunny.
4. After eating lunch, we go outside and play in the school \_\_\_\_.
5. My mum had her keys in her \_\_\_\_.



#### Now try these

What words make up these compound nouns? Use the compound nouns in sentences of your own.

1. newspaper
2. snowman



Pupils apply new knowledge to their own writing

#### Try these

Copy and complete each sentence by choosing the best words from the box. One has been done for you.

1. I would like a \_\_\_\_ drink.

Answer: I would like a refreshing drink.

2. We have bought a \_\_\_\_ game.
3. We played in the \_\_\_\_ field.
4. My dad is riding the bike \_\_\_\_.
5. My friend Lucy is the dancer \_\_\_\_.

refreshing / rainy

woolly / new  
muddy / clever  
with the red basket / that is sad  
talented / with the curly hair



#### Now try these

Describe these nouns using adjectives to give extra information. Then use them in sentences

1. car
2. chair





# Skill: Composition

Support your pupils in becoming competent writers who can write effectively and for a purpose across a range of genres.

Pupil Book

Skills Teacher's Guide



Pupil Books and Teacher's Guides available for Years 1–6

Writing activities encourage pupils to structure their writing effectively

## Pupil Books

### Composition Unit 12

#### Paragraphs in non-fiction

Longer pieces of text should be divided into **paragraphs**. A paragraph is a section of text indicated by a new line. It usually comprises more than one sentence and deals with a single theme, topic or idea. Each paragraph usually has two or more sentences related to the same idea.

Read these information texts, then answer the questions that follow.

##### Usain Bolt

Paragraphs organise information and break up the text into readable chunks.

**Jamaican** sprinter Usain bolt is arguably the fastest man in the world, winning three gold medals at the 2008 Olympic Games in Beijing, China, and becoming the first man in Olympic history to win both the 100 m and 200 m races in record times. He continued his run of success by winning three gold medals at the London 2012 Olympics, defending both of his sprint titles – 100 and 200 metres – and, with his team mates, retaining the 4x100 m relay title in a world record time of 36.84 seconds.



##### Usain's early life

Bolt's successes are listed chronologically.

He was born in **Jamaica** on 21 August, 1986. From a young age, he was a very good cricketer as well as a remarkable young sprinter. By the age of 14, Bolt had won his first school championships medal, taking the silver in the 200 m race.

At the age of 15, Bolt won his first international competition at the 2002 World Junior Championships. He won the 100 m race, making him the youngest



##### Mo Farah

Although Mohamed Farah was born in Mogadishu on 23 March 1983, his father had been born in England and had met his mother when on holiday in Somalia. Mo moved to London when he was eight years old. His first love was football, but it was his speed on the pitch that showed a special talent for running. (More than anything Mo dreamed of playing for Arsenal!) When he was 13, Mo came ninth in the English schools cross country competition, but by the following year he won – and went on to win four more English school titles. In 2005, Mo Farah made the important decision to move in with a group of Kenyan runners that included 10,000 m world number one Micah Kogo. "I don't just want to be British number one, I want to be up there with the best," said Mo. Soon after, he became Britain's second-fastest 5000 m runner and came second in the European Championships before winning the European Cross-Country Championship in Italy. The 2008 Olympics weren't good for Mo, but he really started to improve dramatically after going to Ethiopia and Kenya for training. He set a new British indoor record in the 3000 m. Soon after, he broke his own record by more than six seconds, which commentator Steve Cram called "the best performance by a male British distance runner for a generation". However, he became unwell after several races and it was eventually found that he had low levels of important chemicals in his blood. Once this was sorted out, he started to win more important races. He won the 2010 London 10,000 m in a British record and the following week he won the European Cup 10,000 m and then the 2010 European Athletics Championships, where he took the 10,000 m gold medal. 2011 proved to be a highly successful year. In January he won the Edinburgh Cross Country. Then in February 2011, he moved to the USA, to work with his new coach. He went on to win major races all over the world. Dave Moorcroft, former 5000 m world-record holder, described Farah as "the greatest distance runner that Britain has ever seen". On 4 August 2012, he won the 10,000 m gold, Great Britain's first ever Olympic gold medal in the 10,000 m. A week later Farah made it a long-distance double, winning the 5000 m. This was when millions of people all over the world saw Mo's unique victory celebration dance – the Mobot!



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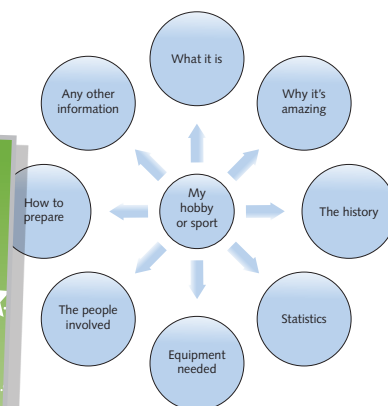


### Pupil Book 6 Composition Skills

Chris Whitney

#### Now try these

1. Plan an information text about your favourite hobby or sport. The facts for your information text need to be organised into sections. Here is a diagram with ideas for the different sections of your information text. Copy the diagram and fill in any or all of the sections with information about your chosen hobby or sport. Add other sections with ideas of your own if you want to. Research your hobby or sport if you need to and check that the information is accurate and correct.



Once you have added all the information you want to include in your text, decide the order in which you want to write the information. Label each section with a number according to the order in which you're going to write the information.

Using your plan, write an information text about your chosen hobby or sport. Use the checklist you composed to make sure you are using sections and paragraphs correctly.

Features annotated text extracts as models for different types of writing

Pages from *Composition Skills Pupil Book 6*

Text extracts cover engaging topics that will appeal to pupils

Contact your local rep via [findarep.collins.co.uk](http://findarep.collins.co.uk)



# Handwriting

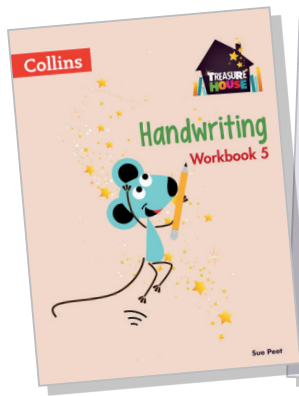
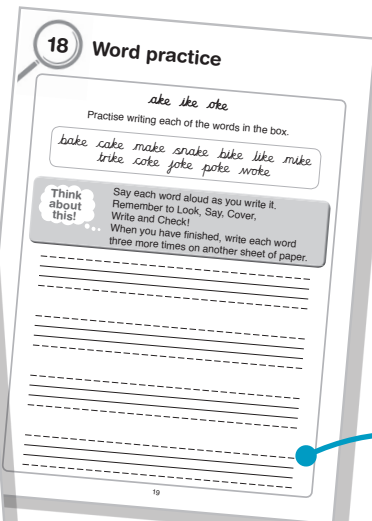
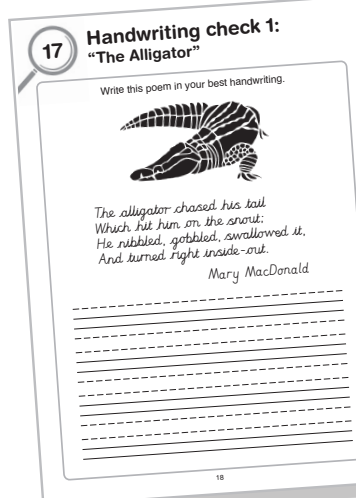
Use to support the Skills Focus Pathway or the Integrated English Pathway

Handwriting Resources

Our carefully staged handwriting programme is **linked to the National Curriculum** and will teach children to write in a fluent, legible style of handwriting while embedding spelling rules.

Using precursive and cursive handwriting styles, pupils will **progress from introducing the movements and patterns** needed to form letters, through to the **development of a personal style**.

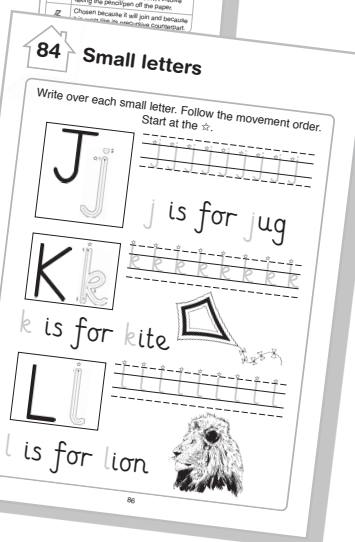
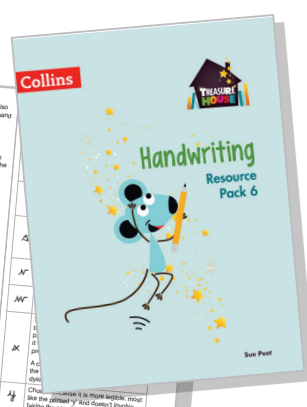
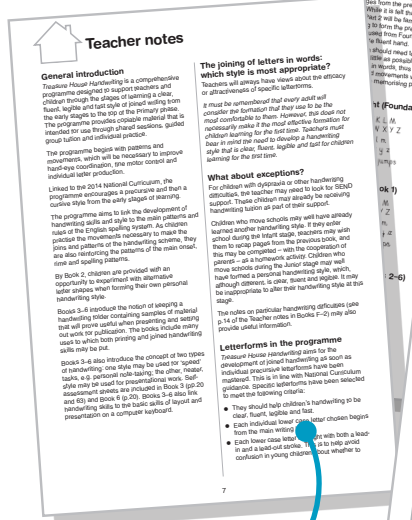
## Write-in Workbooks for Foundation to Year 6



Practice activities ensure careful progression

Fun writing tasks encourage pupils to improve their presentation and develop their own handwriting style

## Resource Packs for teachers



Detailed guidance supports you in teaching handwriting

Contains photocopiable resource sheets

## Extra handwriting and spelling practice with My Word Books



Write-in books for pupils to create their own dictionary

Ideal for building reference skills as well as practising spelling and handwriting

# Integrated English Pathway

Pupil Book

Integrated Teacher's Guide



A complete English programme which supports a holistic approach to English and teaches the core skills in context. Teacher's Guides for each year offer genre-based teaching sequences supported by Anthologies containing source texts. Through the teaching sequences, pupils will read and analyse the source texts whilst focusing on skills relevant to the texts. They will then draft and write their own pieces of writing.



## Teacher's Guides

Extensive teacher support is provided with up to 30 weeks of teaching inspiration. The core skills are woven together into one programme organised by 15 teaching sequences.

Key skills are covered in every sequence

Each teaching sequence is based around a core text from the Anthology

A written and spoken outcome is always included

Year 1, Sequence 10  
Adventure stories

### Phase 1: Enjoy and immerse

In Phase 1, the children listen to the story, *The Crocodile Under the Bed*, and discuss the language and structure of the story through comprehension, grammar and punctuation focus on using exclamation marks for exclamation sentences and includes work on spelling words with the split vowel digraph, i-e.

#### Programmes of study: Year 1

- Comprehension:** Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- Comprehension:** Be encouraged to link what they read or hear read to their own experiences.
- Comprehension:** Make inferences on the basis of what is being said and done.
- Comprehension:** Recognise and join in with predictable phrases.
- Vocabulary, grammar and punctuation:** Use -ing, -ed, -er and -est where no change is needed in the spelling of root words.
- Spelling:** Spell words with the split digraph i-e.

#### Sparking interest

Explain to the children that you are going to read a story about a boy who was too sick to go to a party that he really wanted to go to. Encourage the children to share their own experiences of when they had to miss out on something because they were sick. Ask: 'What did you do to pass the time when you were not well?'

#### Reading and discussion

Read and show the illustrations in *The Crocodile Under the Bed*. Lead a discussion to check their understanding of the story.

- Discuss the following with the children.
- Why did Matty want to go to the party?
  - Who was going to look after Matty? Do you think he was going to be any good?
  - How did Matty help the crocodile fly?
  - What was the crocodile like? (for example scary, friendly, kind)
  - Who was the king?
  - What things did Matty do at the king's birthday?
  - Which ride did he seem to enjoy the most?
  - Which ride would you have liked to go on? Why?
  - How do you think Matty felt at the end of the story?

Discussion boosts comprehension

#### Drama and storytelling

Use a range of activities to reinforce children's understanding of the story and the characters. Select the activities that would fit in with your lesson timing. Encourage mixed-ability grouping for the chosen activities.

- Freeze-framing events:** Have the children freeze-frame the different events of the story in sequence. Use thought-tracking, asking each child in the freeze-frame what they're thinking at that moment of the story.
- A flying experience:** Have the children imagine that they are able to fly for the first time. Play music to inspire them. Use words to encourage different movements such as swooping and gliding.
- Shared ride:** Put the children in pairs. Let them take turns to be the crocodile and Matty, with Matty following every flying movement behind the crocodile. Provide a narrative of a flying journey for the children to follow or let them create their own journey to the king's party.

Success criteria is outlined in the Big Picture

Assess prior knowledge and understanding

Year 1, Sequence 10  
Adventure stories

## Sequence 10 Adventure stories

Approximate duration: Two weeks

### Big Picture

Through this teaching sequence, children explore the content and characters of the story, *The Crocodile Under the Bed*. By the end of the sequence, they will have written a new flying adventure story for the main child character from *The Crocodile Under the Bed*.

### Phase 1: Enjoy and immerse

Children become familiar with the content, language and structure of the model text, *The Crocodile Under the Bed*.

### Phase 2: Capture and organise

Children are supported in developing ideas for a new flying adventure story for the main child character from *The Crocodile Under the Bed*.

### Phase 3: Collaborate and compose

Children undertake supported writing sessions to develop their own writing.

### Phase 4: Write independently

Children write, edit and read aloud their own new flying adventure story.

### Main source text

Treasure House Anthology Sequence 10 text. *The Crocodile Under the Bed*, Judith Kerr, ISBN 978-0-00-758675-2

### Background knowledge

Judith Kerr, the award winning author of *The Crocodile Under the Bed*, is also well-known for her 'Mog' series and *The Tiger Who Came to Tea*.

In *The Crocodile Under the Bed*, a boy called Matty is upset because he is not well enough to go to a party for the Queen's jubilee. However, while everyone is out, a crocodile from under his bed flies him to the King of the Jungle's party. Matty enjoys the party, goes on fun rides created by the animals before being flown home again by the crocodile that lives under his bed.

### Spoken outcome

To read and perform their short story to others

### Writing outcome

To write a short story about a child's flight on an imaginary creature to visit someone or something

### Prior knowledge

- Check children's knowledge and understanding of:
- crocodiles and their habitat
  - street parties for Queen Elizabeth II's jubilees
  - jungle and African animals
  - staying at home when not well.

### Diagnostic assessment options

Before starting the unit, you may wish to conduct an initial diagnostic assessment of the children's knowledge and understanding.

Ideas for initial diagnostic assessment options include:

- reviewing children's writing for the correct use of question marks at the end of sentences
- reviewing children's writing for words or clauses joined with 'and'
- reviewing children's writing to assess their ability to combine words correctly to make simple sentences
- spelling and sorting activities using words with the split vowel digraph, i-e, and words ending in 'nk'.

Drama and storytelling is key to the learning

Pages from Year 1 Teacher's Guide

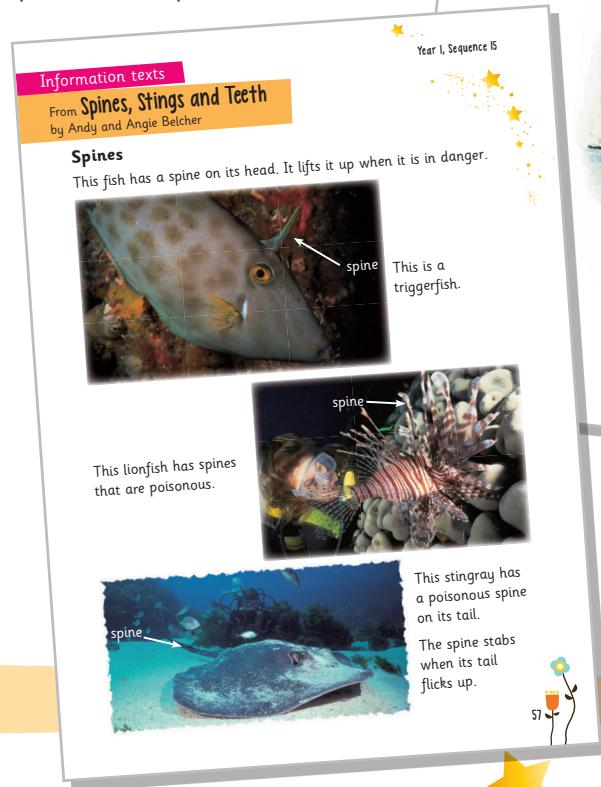
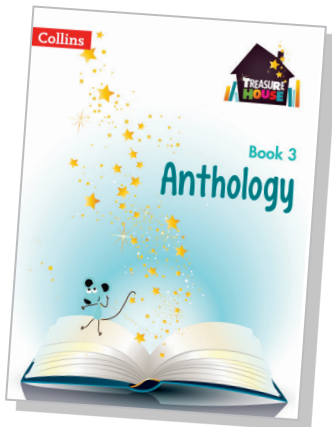
## Each sequence follows the same four phases:

- Enjoy and immerse** engages children with a source text through discussion and comprehension
- Capture and organise** uses discussion, drama and writing to help pupils analyse the text in more detail
- Collaborative composition** supports group and class work exploring the process of writing
- Independent writing** provides opportunities for pupils to construct texts independently

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# Anthologies

- Contain **beautifully illustrated source texts** for each of the teaching sequences outlined in the Teacher's Guides
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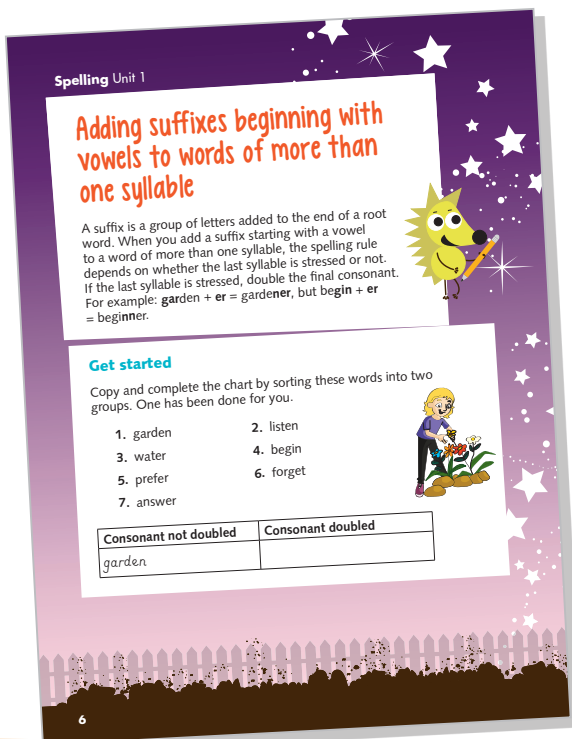
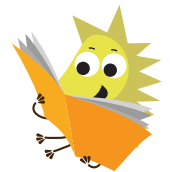


Page from Year 3 Anthology

Page from Year 1 Anthology

# Pupil Books

Discrete skills practice is provided through Pupil Books for spelling, comprehension, vocabulary, grammar and punctuation and composition. The activities form part of the teaching sequences laid out in the Teacher's Guides.



Page from Spelling Pupil Book 4



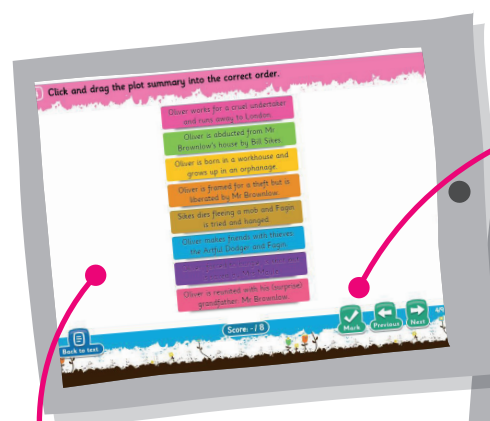
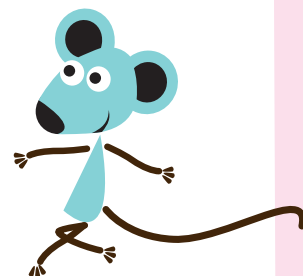
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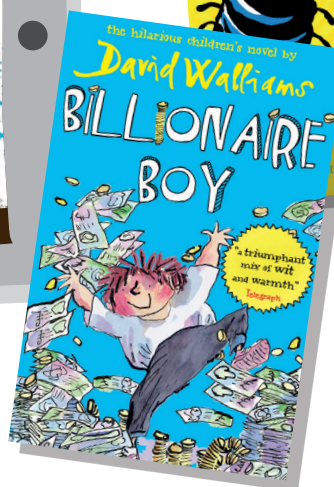
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Each sequence has four sections and is organised in the same way:

- Exploring the story or poem
- Literacy activities
- Cross-curricular activities
- Sequence assessment

Big Picture outlines the literacy and communication focuses

Contains  
photocopiable  
resource sheets

Phonics Focuses  
explains which phonics  
are covered

### SEQUENCE 1 Ourselves: My Body

TERM 1 (AUTUMN): 1st half term

Main Topic:	Ourselves
Subtopic:	My Body
Text Type:	Poem
Main Source Text:	'All About Me' by Georgie Adams, from <i>Time For A Rhyme</i> edited by Fiona Waters (ISBN 978-1-458-81895-1)
Extra Source Text:	<i>Zoom!</i> by Grace Nichols (ISBN 978-0-006-64621-1)
Approximate Duration:	Two weeks

#### Big Picture

During this sequence, children will listen to the poem 'All About Me' and discuss its meaning, structure and vocabulary as a group. They will join in with the poem using actions, and will read it.

The children will become familiar with action words and rhyming words and, through a range of supportive activities, will have the opportunity to find out more about their bodies and who cares for them by using songs, art, craft and games.

#### Phonics Focuses

The children will investigate words with one- and two-syllable beats. CVC spelling patterns and how they can use initial letters to help decode words.

**Learning Outcomes:** See 'Learning Outcomes' Chart, on pages vi-ix.

#### Home Links

Encourage children to:

- think about how they use their bodies at home (for example, when eating, washing, hugging and sleeping)
- think about all the active things they like doing (for example, at the park)
- bring in something 'for show and tell' that demonstrates them using a part of their body.

#### Resources Required

Workbook Pages: 4-10  
Resource Sheets 1.1-1.2: Body Parts; Split-pin Puppet

#### General Resources:

- Craft paper
- A small drum
- Craft materials (e.g. paints, pipe cleaners, straws, tape, sand, glue, fabric, glitter)
- Split pins
- Supportive equipment (e.g. bean bags, soft clinking blocks, pop-up tunnels)
- Paper plates

#### Background Knowledge

Explain to the children that:

- the poem 'All About Me' discusses different parts of the body and ways we can use them
- it is an active poem with action words that the children can copy and perform.

This activity is intended to allow them to explore and celebrate their own bodies, appreciating what they can do and how important it is to look after them.

#### Performance Ideas and Storytelling Suggestions

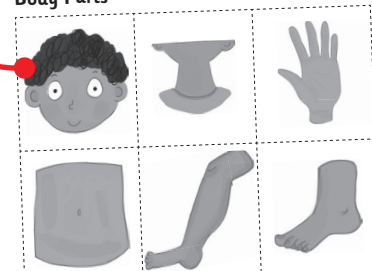
- Read through the poem out loud to yourself before performing it to the class, to help you decide where you could add emphasis and intonation to key words or lines.
- When performing the poem, point to the part of the body mentioned in each line and create clear facial expressions and movements illustrating the different actions described.
- Read the poem slowly, taking your time with each action word.
- Clap or use a drum to create a simple musical beat for the syllable.

Includes ideas on how to bring a story or poem alive through drama and storytelling



#### Resource Sheet 1.1

##### Body Parts



head neck hand  
tummy leg foot

#### SEQUENCE 1 Ourselves: My Body

##### LITERACY ACTIVITIES

###### Reading

- Ask mixed-ability pairs to work on the interactive activity 'I Spy', choosing the right words for four items in a play-mat scene.
- Discuss what other words with the initial letter 's' could be in the picture.
- Differentiation:** Invite down other simple words for use with their sound and handling skills to decide the words.

###### Making body parts

Cut out the flaps showing body parts and labels from Resource Sheet 1.1 for the children to use in a variety of reading games:

- Ask the children to match the labels with the images independently.
- Hand out one word or image card to each child at random, and ask the children to form pairs by finding the card that either labels or illustrates these.
- Ask the children (in pairs or independently) to draw a body and label it using the label cards.
- Give one child in each pair the image cards and label cards to start sounding out the words, concentrating on the initial letters, to help the other child sound out the words.

**Differentiation:** More confident readers may be able to add more word cards and body parts to the pack or to sound out the labels fully with greater accuracy and fluency.

###### Writing

- Ask mixed-ability pairs to work on the interactive activity 'What I Can Do', adding the missing letters to complete each sentence.
- Once the activity is complete, ask the children to write out the sentences and draw the actions.

###### My body booklet

- Ask the children to compose simple sentences about their body verbally (for example, 'I have brown hair' or 'I have two hands') to pre-empt the sentences for the children to copy or complete.
- Ask the children to illustrate their sentences.
- The children use their illustrated sentences to make their own body booklet.
- Write 'My body book, by...' on each body book cover and then let the children write their names on it.
- Encourage them to share their books with others.

###### Sensory writing

- Write out labels for a full-body model, naming body parts and/or actions children can perform.
- Ask the children to use a variety of sensory materials (such as sand, fabric, glitter or pipe cleaners) to copy out the labels before you attach their creations to the model.

###### Phonics Work

###### Body spelling

- Write out these CVC action words taken from the poem: 'nod', 'yug', 'run' and 'tap'.
- Ask the children to create large letter cards for the letters in these words (pre-writing the cards for each for the letters 'n' and 't').
- Read out a word from the list, sounding out each letter. Ask the children holding the correct letter cards to step forward, and then ask the children to help you to place them in order, blend them together to make the word.
- Repeat for the remaining words, making sure that all the children get a chance to use their skills in sounding and blending letters.

###### Dressing a snowman

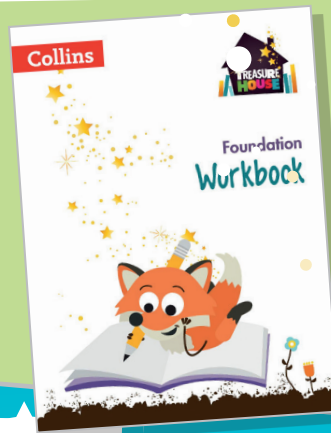
- Ask mixed-ability pairs to work on the interactive activity 'Dressing a Snowman', sounding out the labels and dragging the items to dress the snowman.
- Once the activity has been completed, point to different items and ask the children what they are, encouraging them to sound out and say the words.

Sequences feature a range of child-led and adult-led activities

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'Colourful and engaging, the Workbook is a fun destination for practice and to support teaching sequences.'  
Teach Early Years

## Initial letters I

### Let's read

1. Say the letter sounds. Link them to the correct pictures.

h	sun	
n	ant	
m	tap	
s	pan	
a	mat	
p	hat	
t	nut	









2. Look at the picture. Put a ring around the correct label.

bat cat pat






### Let's write

3. Say the letter sounds. Add in the letters to make words.

l is for	___ e g		t is for	___ i n	
	___ o g			___ o p	
p is for	___ e n		m is for	___ a p	
	___ e g			___ u d	

4. Add in the right letter to make each word. Look at the pictures for help.

	m	b	h
Mum has a	___ a	t.	
Dad has a	___ u	g.	
Nan has a	___ a	g.	



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### Integrated English Pathway

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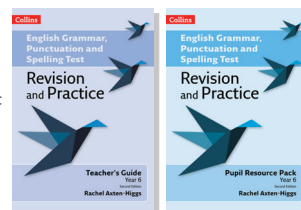
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