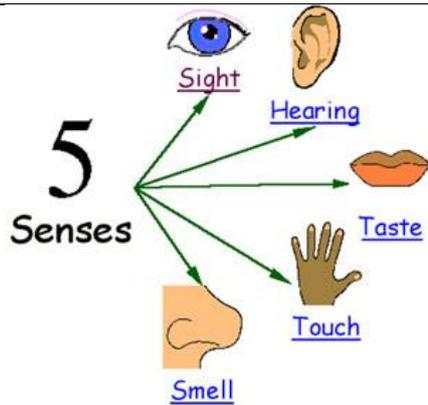




## Y1 English Distance Teaching and Learning

Week beginning: 27<sup>th</sup> April 2020

|   |  |  |
|---|--|--|
| <b>Lesson 3</b>   |  |  |
| Learning Intention:<br>WALT: write a setting description.   | Key Vocabulary:<br>Setting<br>Noun<br>adjective<br>Capital Letter<br>Full stop<br>Finger Space<br>Senses- smell, touch, sight, taste, hear | What you will need:<br>Computer or tablet<br>Pencil<br>Crayon or felt tip<br>Paper |
| <b>Starter (10 mins)</b>  |  |  |
| <p>Watch the video on what is a setting.<br/><a href="https://www.bbc.co.uk/bitesize/topics/zpccwmn/articles/z8mgsrd">https://www.bbc.co.uk/bitesize/topics/zpccwmn/articles/z8mgsrd</a><br/>Play the fill in the gaps game within the link. Read the example of the setting and guess where is being described. You may need support with reading some of the words.<br/>If you do not have access to the internet read below:<br/>What is a setting?<br/>A <b>setting</b> is <b>where</b> and <b>when</b> a story is set.<br/>Guess the setting from the text below:</p> <ol style="list-style-type: none"><li>1. Mick was standing in the blazing sun wearing his favourite pair of flowery swimming shorts. As he topped up his sun cream, he could hear the sound of the ocean waves crashing down against the hot sand. He couldn't wait to go snorkelling.</li><li>2. After queuing for what seemed like ages, Mick finally got to the top of the water slide. He sat down, his excitement growing as he caught a view of all the other water slides. He nudged himself closer to the edge of the slide, looking down on the shining water beneath him. He smiled and took a deep breath before plummeting down the slide towards the water.</li><li>3. Mick's walk turned into a run as he heard the deafening sound of the school bell. As he approached the building and walked through the large double doors, he noticed that the corridor was completely empty. Once again, Mick was late.</li><li>4. Mick's knees were shaking as he stepped forward to take the deciding penalty kick. He could feel the pressure as everybody in attendance watched him begin his run towards the ball. As he approached the ball he stared the goalkeeper in the eyes and unleashed the full power of his right foot, hitting the ball into the top left corner. The goalkeeper had no chance.</li></ol> <p><u>Answers</u></p> <ol style="list-style-type: none"><li>1. Beach</li><li>2. Waterpark</li><li>3. School</li><li>4. Football</li></ol> |  |  |
| <b>Main Teaching</b>  |  |  |
| <p>WAGOLL- What A Good One Looks Like.<br/>We are going to use a WAGOLL to learn what we need to use to write a good setting description.<br/>What are the five senses?</p>   |  |  |



The best stories go into detail to describe the settings. When you write about a setting, you need to make sure you use lots of description so a reader can picture themselves there. Effective descriptions appeal to the senses.

Think about your setting and how you can describe it best. Read the setting below.

**WAGOLL**

The old, rickety wooden chair that squeaked every time someone moved was under the desk. The desk felt grainy and chalky. A grumpy teacher with dark eyes stared at the children. The thin, dusty paper sat on the rusty desk for days. The walls were yellowed and the paint was peeling and cracking like dry earth. There was a disgusting smell of boiled cabbage coming from the corridor.



Show the children how to highlight (use highlighters, felt tips or crayons) the different senses (using the colours above) that are being written about in each sentence. (See the answer on the next page to support you).

If you do not have different coloured crayon use a pencil to create different lines.

- ..... see
- \_\_\_\_\_ smell
- ===== touch
- ~~~~~ hear
- >>>> taste

## WAGOLL

The old, rickety wooden chairs squeaked every time someone moved was under the desk. The desk felt grainy and chalky. A grumpy teacher with dark eyes stared at the children. The thin, dusty paper sat on the rusty desk. The walls were yellowed and the paint was peeling and cracking like dry earth. There was a disgusting smell of boiled cabbage coming from the corridor.

SIGHT      HEARING

### Independent Task

Choose a colours or lines to underline with and look for the different senses in the setting description.

|   |  |       |       |       |       |       |       |       |      |      |       |
|---|--|-------|-------|-------|-------|-------|-------|-------|------|------|-------|
| <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p style="border: 1px solid blue; padding: 2px; font-size: small;">SIGHT</p> </div> <div style="text-align: center;"> <p style="border: 1px solid pink; padding: 2px; font-size: small;">HEARING</p> </div> </div>  | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 50px;">.....</td> <td style="padding-left: 10px;">sight</td> </tr> <tr> <td style="text-align: center;">_____</td> <td style="padding-left: 10px;">smell</td> </tr> <tr> <td style="text-align: center;">=====</td> <td style="padding-left: 10px;">touch</td> </tr> <tr> <td style="text-align: center;">~~~~~</td> <td style="padding-left: 10px;">hear</td> </tr> <tr> <td style="text-align: center;">&gt;&gt;&gt;&gt;</td> <td style="padding-left: 10px;">taste</td> </tr> </table> | ..... | sight | _____ | smell | ===== | touch | ~~~~~ | hear | >>>> | taste |
| .....   |  | sight |       |       |       |       |       |       |      |      |       |
| _____   |  | smell |       |       |       |       |       |       |      |      |       |
| =====   |  | touch |       |       |       |       |       |       |      |      |       |
| ~~~~~   | hear   |       |       |       |       |       |       |       |      |      |       |
| >>>>  | taste  |       |       |       |       |       |       |       |      |      |       |
| <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p style="border: 1px solid purple; padding: 2px; font-size: small;">TOUCH</p> </div> </div>  |  |       |       |       |       |       |       |       |      |      |       |
| <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p style="border: 1px solid orange; padding: 2px; font-size: small;">TASTE</p> </div> <div style="text-align: center;"> <p style="border: 1px solid green; padding: 2px; font-size: small;">SMELL</p> </div> </div> |  |       |       |       |       |       |       |       |      |      |       |

Look at the picture of the setting from the cautious caterpillar.



### Setting Description - WAGOLL

The garden flowers were in full bloom. Beautiful violets, golden daffodils and red roses were in every corner of the vast garden. The air was filled with the scent of freshly cut grass. Children's voices could be heard in the distance. The sun shone brightly overhead and there were some fluffy, white clouds in the sky. Bees buzzed in and around the multi-coloured flowers. The soft, green leaves were glistening in the sunlight. The hard, cold rocks were scattered around like stepping stones.

### Learning Review

Discuss adjectives and punctuation.

What adjectives can you see?

What punctuation can you see?

Use the Year 1 tick list to support this if you need to.

Mark Scheme

The garden flowers were in full bloom. Beautiful Violets, golden daffodils and red roses were in every corner of the vast garden. The aroma of perfume like flowers fill the garden. Children's voices could be heard in the distance. The sun shone brightly overhead but there some fluffy, white clouds in the sky. Bees buzzed in and around the multi-coloured flowers. The soft, green leaves were glistening in the sunlight. The air was filled with the scent of freshly cut grass. The hard, cold rocks were scattered around like stepping stones.



Writing Year 1

|   | <u>Child</u> | <u>Teacher</u> |
|---|--------------|----------------|
| <u>Capital Letters</u><br>A B C   |              |                |
| <u>Full Stop</u><br>.   |              |                |
| <u>Finger Spaces</u>  |              |                |
| <u>Cursive letters</u><br>Don't forget to use lead in lines.                      |              |                |
| <u>Exclamation Mark</u><br>!  |              |                |
| <u>Question Mark</u><br>?   |              |                |
| <u>Phonics</u><br>Digraphs (ay, ow, ie, ue, ea)<br>trigraphs (ure, air, igh, ear) |              |                |
| split digraphs<br>(a_e e_e i_e o_e u_e)   |              |                |
| Using <b>and</b> in a sentence.   |              |                |
| Using <b>because</b> in a sentence.   |              |                |
| Using <b>but</b> in a sentence  |              |                |