Seal Literacy Links - Years 1 and 2

New Beginnings

Activity 1
Geography linked - See exemplar lesson plan, based on the story *We're going on a bear hunt* by Michael Rosen (Walker Books) ISBN 0744581907, which explores a range of feelings that children may go through when undertaking a new or unfamiliar experience.

Activity 2
Literacy Objectives
Y1 T1 T9 – To write about events in personal experience linked to a variety of familiar incidents from stories
Y1 T1 T10 – To use rhymes and patterned stories as models for their own writing
Y2 T1 T12 – To use simple poetry structures and to substitute own ideas, write new lines
Text: *Faisa* by Tony Langham, which you will find in the Blue book for New Beginnings.

Before reading this poem, children should be encouraged to think about things that they can do well and things that they find difficult. Allow the children time to explore the fact that we are all different and everybody has something special to offer. After the reading of the poem, they could use the structure to create a new line or verse to include some of the things they have discussed about what makes everyone unique and special.

Activity 3
Literacy Objectives
• Y1 T1 T5 – To describe story settings and incidents and relate them to own experience and that of others
Y2 T1 T5 - To identify and discuss reasons for events in stories, linked to plot


Katie Morag’s nose has been put out of joint by the arrival of a new baby. In a temper she throws her own teddy into the sea. It takes a stay at Gran’s and the discovery of teddy among the seaweed to get Katie Morag back on keel.

Children could use this text as a good starting point for discussions about how they feel/have felt when a new baby arrives in their family. Could children who have been through a difficult period of adjustment offer ‘advice’ to others? Maybe they could create a list of the positives that arise from having a new brother or sister?

Were there any things that their parents or carers did to support them, such as buying a little present for them from their new brother or sister, allowing them to help choose things for the baby’s bedroom, or permitting them to move into a ‘big’ bedroom?

Getting on and Falling out

Activity 1

Literacy Objectives:

- To write about events in personal experience linked to a variety of familiar incidents from stories (Year 1 term 1 T9);
- To write simple instructions (Year 2 term 1 T15)

Having read or listened to stories such as Mr Gumpy’s Motor Car, by John Burningham (Red Fox), ISBN 009941795 2, Mr Gumpy’s Outing by John Burningham (Red Fox), ISBN 0099408791, What Game Shall We Play? By Pat Hutchins (Mulberry Books), ISBN 068813573, or Best Friends for Frances by Russell Hogan (Harper Collins), ISBN 0060223286, that involve friends engaged in an enterprise together, the children write a letter to a friend inviting the friend to visit them at their house or join them in a trip to the park, and so on. This could
include directions, with a simple map, of how to get from the friend’s house to the chosen destination.

Activity 2

Speaking and Listening Objectives

- To ask and answer questions, make relevant contributions, offer suggestions and take turns (GD3)

See the teaching sequence 'Planning a role play area' on pages 24 and 25 of QCA/Primary National Strategy guidance Speaking, listening, learning: working with children in Key Stages 1 and 2 (DfES 0623-2003).

This sequence develops children's group-work skills in a lesson in which they decide on a location for a role-play area within the classroom and consider equipment requirements and organisational issues.

See also exemplar lesson plan for Drama.

Exemplar lessons - drama and literacy

Text The Rainbow Fish by Marcus Pfister (North-South Books), ISBN 3314213883

SEAL objectives

- To understand that sharing is important in friendship
- To be aware that sharing is sometimes difficult, especially when something is very precious to us
- To be aware of the comfortable feelings that link to sharing
- To consider aspects of being a good friend

Literacy Objectives:

- Linked literacy unit of work: Narrative 2 Literacy objectives T1, T7, T11. For more details of suggested objectives for this unit see www.standards.dfes.gov.uk/literacy
Speaking and listening objectives

- To explore familiar themes and characters through improvisation and role and listening play (D4)
- To ask and answer questions, make relevant contributions, offer suggestions and take turns (GD3)

The main theme is the initial reluctance of the main character to share the beautiful scales that make him special. Wise Octopus helps him to realise that sharing them can be a rewarding experience.

As the teacher, you will be working in role as both the Rainbow Fish and for response the Wise Octopus. To signal to the children when you are in role, it will be helpful to have to this text props as indicators of the character you are 'being', for example, a piece of sequinned or shiny fabric for the fish and a brown piece of fabric for the octopus.

If the children are not already familiar with the book, read and discuss the story with them before starting activities involving role-play.

Help the children, in pairs, to generate questions that they would like to ask the Rainbow Fish. Explain that you are going to play the part of the fish and, in role, answer some of their questions. Tell them that you are quite sad because you don’t have many friends, as nobody wants to play with you. If a child asks you why this is, tell them that the other fish want your scales but they are just too beautiful to give away.

In small groups, the children then create a 'Role on the wall'. On an outline drawing of the Rainbow Fish, they write things they think or feel about him, what they know about him, and questions they might like to ask him on another day. New information and vocabulary can be added in throughout the lesson sequence.

In role as the Wise Octopus, you can answer children’s questions about the advice you gave to the Rainbow Fish, drawing out the link between the fish’s loneliness and his unwillingness to share.
Out of role, you could encourage the children to think about their own experiences of sharing and friendship, with positive examples.

In another session, the children could be asked to explore what the other sea creatures, such as Little Blue Fish, might think about the Rainbow Fish, and create another 'Role on the wall' for him. The teacher, or a confident child, could go into role as the Wise Octopus, offering advice to the Little Blue Fish, who could be role-played by another child or the teacher.

Conclude by drawing attention to the words 'a very peculiar feeling'. Ask the children to talk in pairs about how it feels to share something very special and precious. Why is this sometimes difficult? Finally, encourage the children to say together the Wise Octopus's words 'Give up your scales, it will make you happy.'

**Suggested related activities**

Focusing on the part of the story where the Rainbow Fish worries about Wise Octopus's suggestion that he share his scales, one child could go into role as the Rainbow Fish and show his upset in a still image. The other children can thought track him, by placing a hand on his head and speaking aloud his thoughts and feelings. Children could then create a whole-class still image of under the sea, while the teacher, in role as the Rainbow Fish, swims around them, repeating these thoughts as whispers. Out of role, decide as a class what the other fish might whisper to the Rainbow Fish as he swam past them. Repeat this scene, with the children whispering advice about sharing his scales.
**Going for goals**

**Activity**
Poster/page of New Year resolutions/ Write New Year resolutions: see exemplar lesson plan for literacy.

**SEAL objectives**
- To recognise the intermediate steps necessary to reach a goal
- To understand the concept of persistence

**Literacy objectives**
- Non-fiction 1, T22, T23, T24, T25

*Note: links are only made to text level objectives in this suggested plan. For more details of suggested objectives for this unit see [www.standards.dfes.gov.uk/primary/teachingresources/literacy](http://www.standards.dfes.gov.uk/primary/teachingresources/literacy)*

**Speaking and listening objectives**
- Year 1 Term 2 GD
- To take turns to speak and listen to others’ suggestions and talk about what they are going to do

These suggestions are not based on a book or other published text, but on a discussion about New Year resolutions and how to keep them.

Talk to the children earlier in the week about the New Year and how and when this is celebrated in their different cultures. Ask the children to find out whether any of their family have made New Year resolutions.

**Discussion**
Discussion might focus on the idea that the New Year is a good time to take stock and to think about things that you want to do, or do better or differently.

*Give some examples of your own New Year resolutions (‘to make sure I take the dog for two walks a day’, ‘go to the gym’, etc.)*
Ask children to give examples of the resolutions that members of their family have made.
Talk about the process of achieving the resolution - and that it is helpful to have prompts to help us to remember the resolution, the importance of practice, that it is useful to find someone or something to help us, and that achieving the resolutions requires determination and is not always easy.
Write up one or two examples and ask the children to consider one by one a number of statements relating to what will help the person to achieve their resolution (some of which are helpful and others which are red herrings). You will find the statements in the New Year resolutions resource sheet.
Sorting the statements will provide opportunities to initiate a discussion about working towards a long-term goal, thinking through how to tackle it, and coping with setbacks.

Invite the children to think of resolutions for themselves and each other, under a variety of headings. These could be things they want to learn or how to learn better (e.g. PE: learning to skip/do a backward roll/get their 10 metre swimming badge; class work: improving their handwriting/learning to spell some new words/finishing work within a set time; for them: tie their laces/put their toys away/try not to get cross with their little sister/be on time for school every day).

When the children have chosen a resolution, ask them to think about and discuss whether other people could help them achieve this goal, and if so how.

A step-by-step approach could include: My New Year resolution - What I need to do first - Who will help me - Which parts might be hard.

The children might have resolutions of their own, and also mini-resolutions to support someone else’s goals. These could be written into a class big book, and returned to from time to time.
Text with theme relating to achieving goals *Tidy Titch* by Pat Hutchins, Harper Trophy, ISBN 0688136486

**Related activities -**
Use examples from fairy tales (e.g. *Cinderella, Hansel and Gretel*) to illustrate persistence and the feeling of frustration. Help the children to notice that sometimes 'bad characters' (like the Queen in *Snow White*) show these qualities too. What does this tell us about going for goals?
To reinforce the fact that we all have different goals, use *The Wizard of Oz*, which offers examples of characters pursuing their differing personal goals (the Lion, the Tin Man and the Scarecrow).
Identify characters in texts who use the impulsive or thinking parts of their brain (e.g. Squirrel Nutkin, Little Red Hen).
How should Goldilocks have used her thinking brain together with her impulsive brain? What goals would you set Squirrel Nutkin to help him to use his thinking brain more? And for Jemima Puddleduck? Or Peter Rabbit?

**Good to me me**
**Literacy:**
Focus on feelings of pride in the characters in shared texts.
**Speaking and listening:**
Have the children stand in a circle and number them 1-4 around the circle. Ask all the number 1s to come into the middle of the circle and mime a particular feeling.
**Drama:**
In groups of five or six, make a tableau together which demonstrates pride or worry.
**Relationships**

**Literacy** See exemplar lesson plans on jealousy and loss.

Use traditional tales, such as *Cinderella, Sleeping Beauty* and *The Ugly Duckling*, to look at jealousy, feeling left out, being pushed out and related uncomfortable feelings. Re-tell or write the stories from the viewpoint of one of the characters.

Share stories about the birth of a new baby, for example *Katy Morag and the Tiresome Ted*, by Mairi Hedderwick (Red Fox) ISBN 0099118815 and *One round moon and a star for me*, by Ingrid Mennen (Frances Lincoln) ISBN: 1 845 07025 9.

Discuss what it means when you have a new baby in the family, for example baby crying, Mum or Dad has less time for you. Does it feel as if your mum or dad doesn't love you any more? Explore these feelings through texts such as *Not now Bernard*, by David McKee (Addison-Wesley) ISBN: 0 050 04559 8, *The very worst monster*, by Pat Hutchins (William Morrow) ISBN: 0 688 07816 8, *Love you forever*, by Robert Munsch (Firefly Books) ISBN: 0 920 66836 4 (about the enduring nature of a parent’s love and how it crosses generations) *Gorilla*, by Anthony Browne (Candlewick Press) ISBN: 0 763 61813 6 (about a girl whose father does not have time for her).

Talk about the jealousy or possessiveness of friends. Look at *Dinosaur friends*, by Paul Stickland (Ragged Bear US) ISBN: 1 929 92720 7 for discussion, then ask for writing about how it feels when a special friend plays with someone else.

When exploring loss, have the children write a letter to a special person who is no longer with them.

**Speaking and listening** Act out stories, paying attention to facial expressions; use hot-seating to ask each character 'How were you feeling then?' 'Why did you do that to Cinderella?' Act out stories using a puppet theatre.

**Exemplar Lesson 1**
Discussing or writing about significant incidents or themes in stories
Text *Dogger*, by Shirley Hughes (Random House) ISBN: 0 099 92790 X

**SEAL objectives**
- To recognise and empathise with feelings associated with loss
- To support and help others when they are feeling a loss

**Literacy objectives**
- Narrative 1 Y1 T3: T5, T13, Y2 T3: T4

**Speaking and listening objectives**
- Y2: T2 S17 To tell real and imagined stories

**Text themes** A child’s sadness at losing a beloved toy. The understanding and thoughtfulness shown by the child’s sister who is prepared to forgo her own pleasure for her brother to be reunited with his special toy.

**Possible focuses for response to this text**:
the teacher could pause in the story at the point where Dave has to go to sleep without Dogger. The children could be asked to talk about Dave’s feelings, and relate these to their own experiences, for example losing or forgetting a special toy when they stayed away from home. The teacher could ask the children to consider how Dave’s family reacted to his news that he had lost Dogger. What did they each do? Try to draw out in the discussion that everyone took his feelings seriously, and no one told him it didn’t matter, or not to make a fuss. Although they
could not find Dogger for Dave that night, how did the way they behaved help Dave to cope with his feelings?
The teacher could then read on to the incident where Dave spots Dogger on a stall at the fair, and pause again to discuss how Dave might have felt then. Help the children to see that he might have felt conflicting emotions, for example relief at finding Dogger, but worry that he wouldn't be able to get him back.
The teacher could then read and discuss the end of the story, and ask the children to consider Bella’s actions, posing the question ‘Why was Bella being particularly kind?’ (Not only was she helping Dave to recover his toy, but she was giving up a special prize that she had won in order to do so.)
Dave is very grateful to Bella and remembers to thank her in words and with hugs. Why do the children think Bella tells Dave that she didn’t much like the new teddy anyway?

Suggested related activities Many children will have experienced losing a precious toy at some point, or getting lost themselves in a crowd. They could be asked to tell or write about it.

Exemplar Lesson 2 - Character profile or wanted poster

SEAL objective
- To understand how behaviours are prompted by feelings, for example, feelings of jealousy

Literacy objectives
- Narrative 1 (two weeks) T1, 2, 4, 6, 7, 12, 14

Speaking and listening objectives
- Y 2: T2 L18 To respond to presentations by describing characters, repeating highlights and commenting constructively
- Y 2: T2 Dr24 To present part of a traditional tale

Links to other curriculum areas - Art: work on portraits
Snow White – any illustrated version. Text themes Jealousy; good overcoming evil

It is expected that the book will have been read aloud in full to the children before or during this unit of work.

Possible focuses after reading the story, the teacher could return to the part where, for the first time, the stepmother does not get the response she was expecting from the magic mirror. The children could be asked to identify the emotion that directs her subsequent actions, i.e. jealousy, and discuss with a talking partner other examples of characters being motivated by jealousy in stories or television programmes.

Children could be asked to look closely at illustrations of the stepmother’s face when she is feeling jealous and compare them to her earlier expression when the mirror gave her the answer she wanted. To extend their vocabulary, the children could be asked to find words to describe aspects of her face in detail - eyes and mouth especially - as preparation for writing a description. Words such as scowling, fierce, blazing, snarling could be introduced if need be.

The detailed description could become part of a ‘Wanted’ poster about the stepmother when she is disguised. This could also incorporate a warning about her ability to disguise her appearance, and descriptions of two of her known disguises to watch out for, based on illustrations and phrases from the text.

Suggested related activities - If you want to use your interactive whiteboard, there are interactive versions of many fairy tales, including Snow White or you might want to make your own stories using interactive multimedia software.

Children could use simple props (e.g. a silver paper mirror, an apple, a
ribbon, a comb) to re-enact the story or parts of the story in groups. In pairs or groups, children could act out ‘jealousy moments’, for example when Snow White’s stepmother is told by the mirror that Snow White is the fairest. This could be linked to acting out other jealousy moments in traditional stories, for example in *Cinderella* when her sisters are unpleasant to her.

The stepmother is presented in a very stereotypical way in this story. The teacher might want to explore a more realistic view of a stepmother or stepfather in children’s lives. In order to help children understand the distinction between normal feelings of mild envy of their peers – I wish I had a new bike or a baby sister or a big piece of cake in my packed lunch like X has – and jealousy that leads to destructive behaviour, they could construct a chart with headings It’s OK to … and But it’s not OK to …

**Changes**

Literacy - Unit 8 ‘The Magic Box’ from *Developing early writing* (DfES 0055/2001), in which children write poetry based on special memories from the past.

Help children prepare for the changes they will experience as they move up from Y2 to Y3 with a unit of non-fiction work that enables them to research their new class or school (see exemplar lesson plan).

Use traditional tales about transformations, such as *Cinderella, Beauty and the Beast* and *The ugly duckling*, or stories like: *Little Rabbit Foo-foo* by Michael Rosen and Arthur Robbins (Aladdin Library) ISBN 0671796046, about a rabbit who is badly behaved and gets changed into a ‘horrible goonie’, to explore the idea of change.

Discussion about the need for a person to change can be supported by
The lie detector by Susan Gates (Oxford University Press) ISBN 0199187886
The rainbow fish by Marcus Pfister (North South Books) ISBN 1558580093
Being bullied by Charlotte Firmin (Barrons Juveniles) ISBN 0812046617.
Willy the wimp by Anthony Browne (Candlewick Press) ISBN 0763618438
Jess was the brave one by Jean Little (Puffin) ISBN 0140543090
The owl who was afraid of the dark by Jill Tomlinson (Egmont Books) ISBN 1405201770

All promote discussion about getting better at something.
Children could compare some of these texts to see how the authors handle the similar themes, and use them as the basis for writing their own stories, using their own reflections about themselves.

Speaking and listening
Have the children present parts of the traditional stories, or their own stories from their literacy work above, to the class. Use freeze-frames, thought tracking or hot-seating to explore the thoughts and feelings associated with change.

For more information on these drama techniques, see the Drama leaflet in Speaking, listening, learning: working with children in Key Stages 1 and 2, leaflets and poster pack (DFES 0624-2003 G).

Let the children use a digital camera to record the freeze-frames and create a story book using presentation or multimedia authoring software.

Exemplar lesson
This unit could begin with a planned visit to a KS2 assembly or a talk from the head teacher about moving up from Y2.
Outcome A class book in question-and-answer format.

SEAL objective
• To begin to understand the emotional effects of change.
Linked literacy unit of work Y2 T3 Non-fiction 1.

Literacy objectives
- T1, 2, 9, 13, 14, 20 S1, 4, 6

Speaking and Listening objectives
- Y2 T3 GD: To work effectively in groups by ensuring that each member takes a listening focuses turn, challenging, supporting and moving on.

Links to other curriculum Geography (map of school) areas

The children will be exploring the changes involved in moving from KS1 to KS2, both physical, in the sense of moving classrooms and possibly floors or even buildings, and emotional, in terms of coping with new routines and expectations.

Possible focuses for response

The teacher could introduce the subject of moving to KS2, then split the children into groups and ask them to think of questions they would like answered about the move. It might be useful at this point to introduce the question starters: what, why, where, who, when and how. You could use an interactive whiteboard with mind-mapping software (e.g. Kidspiration) to record questions and ideas - children could be involved in grouping these on the board.

One child in the group can be appointed as scribe to record two or three questions. It should be emphasised that no question is too trivial, and that children's anxieties will need to be acknowledged, as well as their excitement and anticipation.

All the questions are collated by the teacher and the key questions (ten or twelve) are enlarged and displayed.

In another session the teacher could lead a discussion on how to find the answers: this is likely to revolve around who to ask, though some of the information, such as school journey details or when swimming takes place, may be in printed form, for example, on the school website or in a newsletter to parents.
Each group selects or is allocated a question to research and has to decide who they will ask, what arrangements they might need to make in order to ask it, and how the answer will be recorded. The teacher may want to introduce a time line or flow diagram as a way of structuring this, or may wish to create a writing frame with the children in shared writing. Having liaised with the necessary KS2 staff, both teaching and non-teaching, the teacher organises the groups for information gathering to take place at specified times.

Back in the classroom, the teacher uses a shared writing session to record as clearly as possible the answers the children have gathered. These could then be presented in a question-and-answer format, perhaps as question flaps with the answers underneath, in a class big book or using an interactive whiteboard and presentation software. An index and contents page could be added, together with digital photographs if appropriate.

**Suggested related activities** If their teachers are amenable, Y3 children might share their 'Ten Top Year 3 Moments' with the Y2 children, in either a written or oral presentation.