

**Curriculum objectives**

- To learn to appreciate rhymes and poems, and to recite some by heart.
- To draw on what they know or on background information provided by the teacher.
- To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
- To leave spaces between words.

**Resources**

Selection of books containing fairy tales; photocopiable page 'Fairy-tale review' from the CD-ROM

**Grammar and punctuation: Fairy-tale review****Revise**

- Recall lessons focusing on fairy tales and identify the children's favourites.
- Explain that the children are going to write a review of their favourite fairy tale to encourage others to read it. Discuss the meaning of review and list key features of a good fairy tale.
- Display and read photocopiable page 'Fairy-tale review' from the CD-ROM.
- Focus on the first box asking for the title. Remind children that the response must be written as a sentence, for example: *The title of my favourite fairy tale is Sleeping Beauty.*
- Continue through the boxes, recalling previous lessons involving sentence writing and noting things to remember, such as capital letters and full stops.
- Suggest that children discuss their initial thoughts with a partner. Leave the page on display to support the structure of their interaction.

**Assess**

- Provide each child with photocopiable page 'Fairy-tale review' from the CD-ROM to complete. Repeat the need to answer in sentences, paying attention to aspects of punctuation and grammar already discussed.

**Further practice**

- Support struggling children by adapting the photocopiable sheet so that there are fewer questions. Alternatively, you could ask them to write a simple sentence, for example: *I like the story of Cinderella best.* (The aim is to check sentence grammar and punctuation rather than content.)
- Challenge more confident learners to write contrasting reviews comparing their favourite story with one that they did not enjoy as much.

**Spelling: Adding endings****Revise**

- Explain that children are going to demonstrate what they know about the spelling of word endings by using them in their own sentences.
- Use the starter activity 8 'Make me different'.
- Display photocopiable page 'The Little Red Hen word endings' from the CD-ROM. Ask the children to read the instructions with you.
- Read the first sentence together and decide if it makes sense in this context. Look at the choice of word endings and try each one before deciding which completes the sentence.
- Continue in the same way through the sentences reminding children to test each sentence by reading it aloud after they have made their choice of ending.
- Highlight the words that have been changed and explain that children are going to write three new sentences using one of these words in each.

**Assess**

- Provide paper and pencils for children to write their three new sentences.
- Leave the completed photocopiable page on display for reference.

**Further practice**

- Concentrate on completing '-ed' endings in simple sentences with those who struggle, for example: *The hen plant\_\_ the seeds.; The hen fill\_\_ the sack.*
- Challenge more confident learners to write sentences of their own using '-er' and '-ing' word endings.

**Curriculum objectives**

- To use '-ing', '-ed', '-er', and '-est' where no change is needed in the spelling of root words.
- To apply simple spelling rules and guidelines, as listed in Appendix 1.
- To spell words containing each of the 40+ phonemes already taught.

**Resources**

Photocopiable page 'The Little Red Hen word endings' from the CD-ROM