

No Nonsense Literacy:

How To Adapt Teaching Sequences For Mixed Reception and Year One

Context

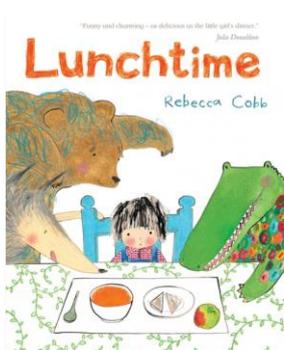
Rackenford is a small Church of England village school in North Devon. We currently have around 55 children although this fluctuates. There are three classes which are all mixed years. At present we have a Reception and Year One class, a Year Two and Year Three class and a Year Four, Five and Six. The class sizes are small but the ability range within each class is large. In Reception and Year One there are 12 Reception children and four Year One children and the class is supported by a teaching assistant in the mornings.



Aims

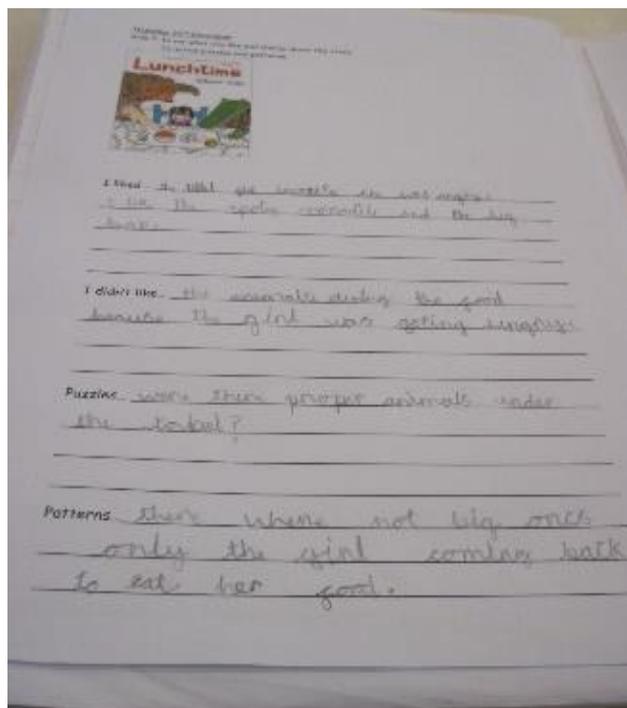
One of our whole school objectives has been to make more careful core book choices in each class due to the mix of ages, and to be clear about the teaching and learning objectives and outcomes. We have tried hard to consider the choice of texts to meet the needs of children at different times of the year.

Teaching and learning



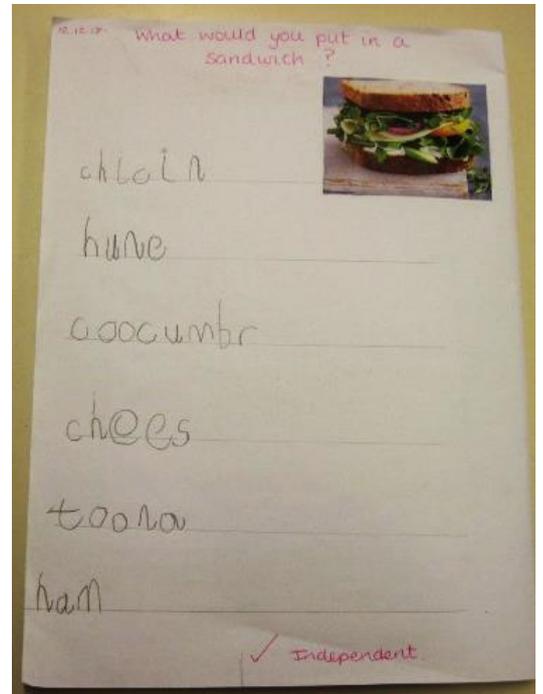
I chose *Lunchtime* by Rebecca Cobb as a core text because I felt it could be easily adapted for Year One and Reception. It's particularly well suited for early in the year as there isn't too much text, it's quite a simple story, but there is also a good range of punctuation in it for Year One.

We began this unit by talking about *Lunchtime*. We read the book and had a lively discussion about the pictures and whether the animals were real. Year One then completed their 'likes, dislikes, puzzles and patterns'. They are used to doing this and are now more confident and their responses are becoming more thoughtful.





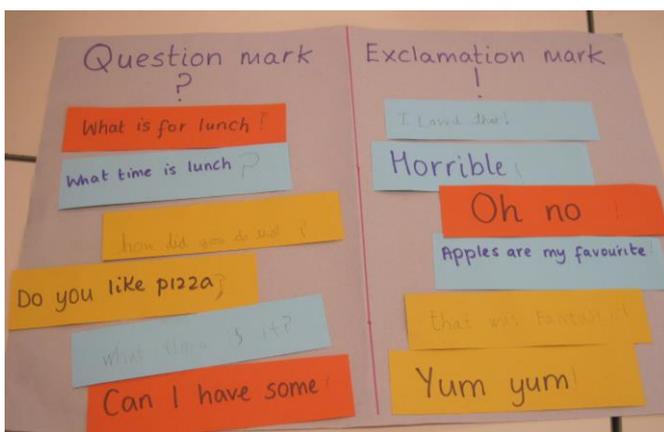
I showed a picture of a monster sandwich to Reception and they enjoyed spotting the different fillings. I modelled writing a list and we counted how many things we had found. I use lists a lot during the autumn term as a way of writing for a purpose. The children then wrote their own lists and I was really pleased how they used their Phase 2 and 3 sounds.



Continuous provision was enhanced with picnic and sandwich making resources. Reception also made their own sandwiches, following picture sequences. I left pictures of sandwich fillings in the writing corner and the children made their own tally charts, asking each other to choose their favourite sandwich fillings.

I always do one or two purposeful sentence lessons with Year One so that they can apply it to the end of sequence piece of writing.

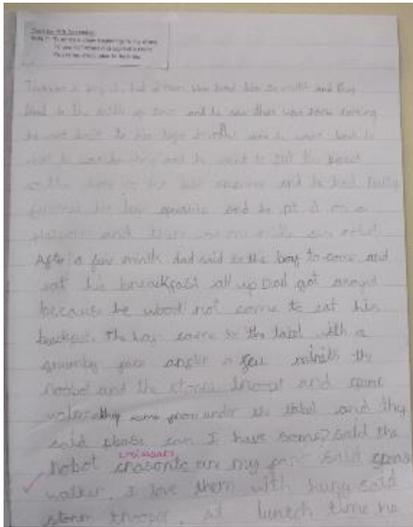
This group are already consistently using full stops and capital letters, so I decided to focus on question marks and exclamation marks. We looked at the text again to spot where and why they were used and took turns to read the sentences, using appropriate expression.



I then gave the children short sentences and they had to decide whether they needed question marks or exclamation marks. They worked in pairs. They then continued this by writing sentences of their own which either needed exclamation marks or question marks.

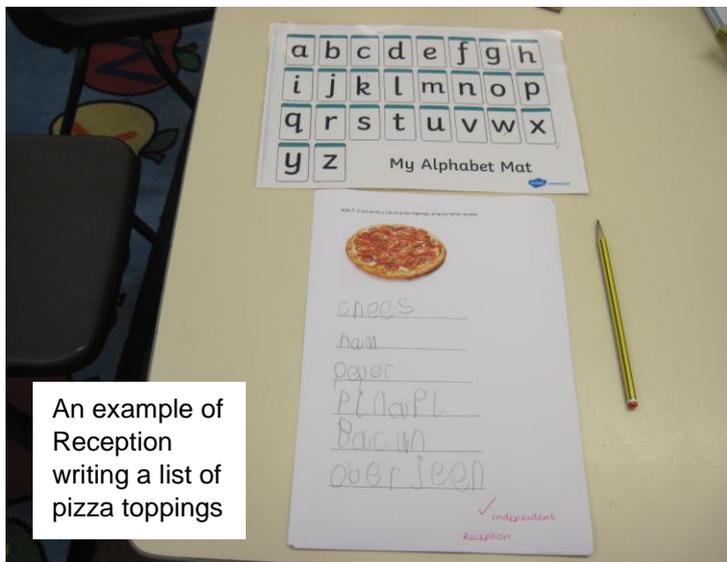
Reception looked at the school menu, made up their own menus and completed the tally charts.





Year One really enjoy writing stories, so I planned for them to write their own version of the story. They decided to call it 'Breakfast time' and boxed up their own story. They tried hard to make them individual. We looked at how different stories start and one boy eventually wrote, "There was a boy who had a mum who loved him so much..."

Reception noticed the girl had pizza for her tea. As it's on our lunch menu, I asked the cook if she would show the children how she made it. This led to making more lists (pizza toppings this time!) and designing and making their own pizzas.



An example of Reception writing a list of pizza toppings

Christmas quickly came upon us at this point and we didn't quite finish all we had planned. I do think there are many opportunities for writing from this book and it has worked for my small group of Year One children who wrote some great stories as well as for my larger group of Reception children who had lots of opportunities to talk, interact with each other and write in a purposeful way.

