



## P.I.C.C. a Text Unit Overview

### Final outcomes for the unit (including audience/purpose):

**Outcome:** Letter

**Reason:** to inform about litter problem at school

**Audience:** Caretaker/Site Service Manager (some may choose to write to Headteacher/ Eco Leader)

**Features:** letter features including to and from

Sequence sentences using full stops and capital letters

Joining words and clauses using **and**

Use questions and question marks

**Tone:** emotive, informative

### Main text:

### Accompanying texts/website links:

<https://www.bbc.co.uk/bitesize/topics/zrsgk7/articles/z9w26sg>

<https://www.bbc.co.uk/bitesize/articles/zsmthcw>

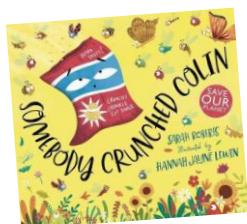


### Hook

Display images on the board or in the classroom environment for children to discuss. What can they see? What do they think has happened? How are the animals suffering? Encourage the children to share their own background knowledge and understanding of litter. Provide a range of writing tools and resources, such as post-it notes, captions etc. for children to record down their thoughts.



In the reading area, or in front of the English working wall, display any of the picture books below and encourage children to read and answer the question: What's the connection? Display an open suggestion box for what we can do to help people stop littering in our local environment!



[What should I do with my rubbish? - BBC Bitesize](#)

Share the video link from BBC Bitesize **What should I do with my rubbish?** This will give the children the background knowledge and understanding of why it is important to look after the local environment by recycling and putting rubbish in bins. Children share their ideas from their own background knowledge and anything they do at home or around the local environment to help, e.g. pick up rubbish they find on the ground and put it in the bin.

Now, go on a walk around the school grounds taking photographs of any litter found on the playground/ field/ in hedgerows, flowerbeds etc. Bring back and share what they have found – *is there a litter problem in our local environment? What damage can it cause to the wildlife?*





## P.I.C.C. a Text Unit Overview



**WALT:** identify features of a letter.

guided) to write to the Caretaker/ Site Service Manager as they look after the school grounds to them about what they have found and suggestions to stop it from happening again.  
Share with the children the RAFT.

**Outcome:** Letter

**Reason:** to inform about litter problem at school

**Audience:** Caretaker/Site Service Manager (some may choose to write to Headteacher/ Eco Leader)

**Features:** letter features including to and from  
Sequence sentences using full stops and capital letters

Joining words and clauses using **and**

Use questions and question marks

**Tone:** emotive, informative

What do they know about *letter* writing? Share ideas – when have they written letters before? This may link to previous units of work in Year 1 or in EYFS.

Do children know about questions and how they are used in writing? What do they notice about the punctuation mark that is used after a question? Remind children of all the basic skills we practice with our writing that we will want to see, e.g. using our phonics to spell words, finger spacing and forming our letters correctly so the reader can read our writing, practicing saying our sentence aloud first and then writing it down.

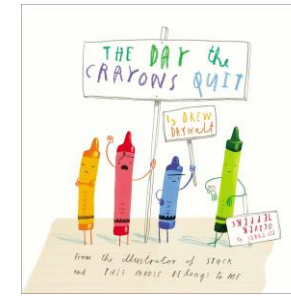
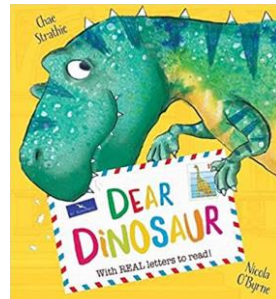
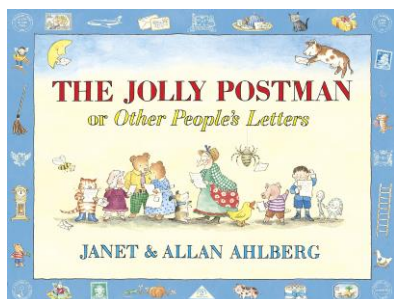
Discuss the tone – what do we mean by emotive? Explain that because we are upset there is litter in the school grounds, as it can harm the wildlife, we want to get that message across in the letter by informing the Caretaker that we are not happy!

### Genre Focus

**WALT:** identify features of a letter.

Remind the children that we are going to be writing *a letter* so we need to look at a range of letters to know what some of the features are.

Share texts that have examples of letters in such as:



**(you may also want to write your own WAGOLL linked to your children's needs and/or find other real examples)**

Explain that some of these letters are written as a postcard – how are they different? How are they the same? Discuss the different reasons and times we might write letters. Linking back to the RAFT where we said we want to write an emotive letter – which of these books have more emotive letters? Encourage them to identify that the crayons are feeling lots of different emotions and how do we know? Share some of the different examples with the children and discuss.

Model an example together and unpick the different features, e.g. write dear and who you are writing to, start with a sentence saying why they are writing, includes how they are feeling and what they have noticed and ends with who it is from.

In groups, children then look at different examples together – can they spot the organisational features? You may want to differentiate this so that children are either working in mixed reading stages or provide fully decodable letters for them to read.

Ask children to then present to the class what they think makes a *good letter* – what would they need to include in a good letter to the Caretaker?

Add to the writing working wall features that make a good letter. Jot down words and phrases they may want to use within their own writing or top tips!





## P.I.C.C. a Text Unit Overview

**Grammar Focus** – Joining words and clauses using **and**

**WALT:** investigate, identify and create sentences including **'and'**.

You may already have taught and practised this skill in previous units of work so this is an opportunity to explore how it can be used in a letter form.

Start with examples from some of the texts you have already shared:

His nose sniffed **and** snuffled round Colin.

Here, share that 'and' is used join two words together to add more information and describe what the bear is doing. Look at further examples of this:

Colin still sparkled **and** shone.

Now, look at different examples of how 'and' can be used to join clauses together:

Funni liked the old airport carpark. It hadn't been used for years **and** was greyer than a Monday sky.

Explain that 'and' is used to join two sentences together here. *It hadn't been used for years. It was greyer than a Monday sky.* Why is 'and' a good joining word to use here to describe the airport carpark? Explain that it stops repetition of the noun and instead lists descriptions or information.

Quietly she crawled down the tree trunk **and** followed the smell of the trail.

Again, in this example the 'and' helps join two clauses together that link to what the Racoon is doing. She crawled down the tree trunk and followed the trail.

Tell them that using 'and' to join words and clauses in our writing is good because it means we don't have to repeat using the same words and phrases at the starts of sentences and it makes our writing more interesting for the reader. Thinking about writing our letter to the Caretaker, we can use 'and' to describe what we have seen on our walk around school.

Now share with the children selected pages from some of the texts you have been studying with sentences including 'and'. *What do they notice about how 'and' is used in the sentence? Does it join words to add more information? Does it join clauses? Can some children recognise that there are sentences that use 'and' to list actions or objects?* You will want to adapt the examples you give to the children depending on their stage in phonics and decoding, as well as the complexity in which 'and' is used in the texts. For some children, you may want to write your own sentences based on the texts using 'and' simply.

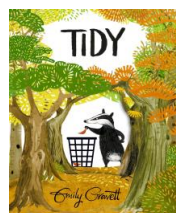
Children present and share findings from the investigation of 'and' sentences to the group/class. *Can they explain whether it is used to join words to add more information? Does it join clauses?*

Share examples of sentences that use 'and' and add them to a working wall, make them link and relevant to this topic/theme.

Finally, get the children to identify, create and change sentences to include 'and' using the page from **The Secret Sky Garden** when *Funni is cleaning up the litter*. Firstly, can they find where 'and' is used and its function? Next, can they write their own sentences using 'and' by looking at the picture? Then, can they change the sentences: *Funni dragged the sack across the ground. Funni heaved it up the steps.*



Give the children images from the stories, linked to litter picking, for the children to then generate 'and' sentences.





## P.I.C.C. a Text Unit Overview

**Grammar Focus** – use questions and question marks

**WALT:**

**Explicit teaching**

**Investigation**

**Identify, create and change**





## P.I.C.C. a Text Unit Overview

### Spelling Focus – adding -ing to verbs

**WALT:** accurately spell verbs with the ending -ing.

Display the below sentences to the children:

**Littering** is bad for nature and wildlife.  
Animals are **eating** the rubbish we drop on the ground.  
We can help by **picking** up rubbish.

\*Explore some of the common exception words e, g. friend, school, they, some.

*What do they notice about the spelling of the words in bold? Can they recognise they are **verbs**? What spelling pattern do they notice? Can they see they all end in -ing?*

Teach the children that adding the word ending -ing to verbs shows it is happening in the present tense. Using the above examples, model how this is happening. E.g. have a crisp packet and drop it on the ground – explain when you hold it that it is **litter** and when you then drop it on the ground it is **littering** because it is happening now.

*Can they spot this in the word lists shared with the children? (incorporate words they are likely to use and spell in their end writing outcome). **littering, eating, picking, licking, munching, hunting, searching, helping, cleaning, looking.***

Give the children plenty of time to then investigate and practise the spelling of these words by:

- defining – learning the meaning of the word by drawing pictures, acting it out
- syllable clapping to support with morphology
- exploring further verbs and adding -ing

Finally, dictate or ask the children to generate sentences including the target words.

E.g. Foxes are **hunting** for food and think litter smells tasty to eat.  
They are **licking** and **munching** on crisp packets.  
We can help by **searching** the school grounds for rubbish.

Encourage the children to practise spelling the words in context for what the end outcome will be in the letter.



**Phase – Capture (Capturing Ideas for Writing)**

**Key objective and outcome for this phase:**

Objective	Task
<p><b>WALT:</b> research and generate ideas for letter.</p>	<p>Remind the children of the RAFT and ask them to decide who they are going to write to: Caretaker/Site Service Manager, Headteacher or Eco-leader. Depending on the cohort, you may want to guide this more specifically and allow an element of choice for the more able writers.</p> <p>Discuss together, what they want to include in the letter from what we have seen in the school grounds. Show the children the photographs they had taken on their walk around – what can they suggest based on what they have seen? Collate the children’s ideas.</p> <p>Guide them to consider that we need to:</p> <ul style="list-style-type: none"> <li>• Tell the reader what we have seen from our walk</li> <li>• Give suggestions of what could be done from what we have read to help stop littering</li> <li>• Give suggestions of what could be done to help wildlife by adding more habitats, food, drink etc.</li> <li>• Ask the reader questions about what they could do to help</li> </ul> <p>Using the books: <b>Somebody Crunched Colin, It’s Only One, The Secret Sky Garden, Tidy</b> and <b>What a Waste</b>, children include examples of the litter problems from the stories and suggestions for what could be done to improve.</p> <p>Share the following websites:</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zrsgk7/articles/z9w26sg">https://www.bbc.co.uk/bitesize/topics/zrsgk7/articles/z9w26sg</a>  <a href="https://www.bbc.co.uk/bitesize/articles/zsmthcw">https://www.bbc.co.uk/bitesize/articles/zsmthcw</a>  <a href="https://www.havefunoutdoors.co.uk/childrens-litter-pickers/#:~:text=Litter%20hunt&amp;text=Provide%20them%20with%20the%20litter,this%20litter%20should%20have%20gone.">https://www.havefunoutdoors.co.uk/childrens-litter-pickers/#:~:text=Litter%20hunt&amp;text=Provide%20them%20with%20the%20litter,this%20litter%20should%20have%20gone.</a></p> <p>Or, they can choose their own ideas to share.</p>



## P.I.C.C. a Text Unit Overview

	<p>Model gathering information based on the letter you will create to share with the parents about the wonderful work and ideas that Year 1 are doing to help with the littering issue. Ask the parents if they can support their child at home to continue sharing this message.</p> <p>Allow the children plenty of time to gather lots of ideas of what they want to write in their letter. They can draw images, make notes of ideas etc.</p> <p>Together, as a class or in smaller groups, get children to then present and share their ideas of what they are going to include in their letter.</p> <p>Remind the children to consider incorporating the features from the RAFT in the information they have gathered. <i>Who is it they are writing to? Have they captured enough information to share with this audience? Where might they ask the reader questions?</i></p>
--	--

### Phase – Create (Planning, Writing, Editing and Publishing)

#### Key outcome for this phase:

Objective	Task
<p><b>WALT:</b> plan a letter using model texts and the RAFT.</p>	<p>Explain to the children that today they are going to plan their letter.</p> <p>Remind them to refer back to all the information gathered in the <b>Capture phase</b> and the skills practised in the <b>Interrogate phase</b>. They should go back and use these words/phrases/sentences etc. directly into their plan. <i>How will they organise their letter? What features does it need? Remind them of the date, addressing the reader etc.</i> As a class discuss, and model, what an example letter structure could look like. E.g.</p> <p>Introduction – addressing the reader and what your letter is about: tackling the litter problem at school.</p> <p>Main body – telling the reader what we saw on our walk, make suggestions of what can be done to tackle the problem, ask questions and give further ideas of how to help the local wildlife. Some children may want to include examples from the stories they have read.</p>



## P.I.C.C. a Text Unit Overview

	<p>Ending – thank the reader for reading letter and sign off.</p> <p>Model planning a letter to the parents. Discuss, using the RAFT, how I would use the different features.</p> <p>Children to independently plan their letter on a given planning format – this could be key words, pictures etc.</p>
<p><b>WALT:</b> write a letter using model texts and the RAFT.</p>	<p>Model how to write the letter - focusing on why it is important to share this message. Remind the children you are writing to the parents so <i>what information is needed?</i></p> <p>Generate a modelled example which incorporates all the features included in the RAFT. Model how you will draw on this and the information you have gathered.</p> <p>Children then independently write their <b>own</b> letter linked to their plan and RAFT.</p> <p>If children are at this stage in their writing journey, ask the children to proof read their work to read aloud and check for any obvious mistakes such as spelling, missing full stops and capital letters etc.</p> <p>Read the children’s letters and gather information to write on the Whole class feedback form – <i>what does the final piece show? Are there common areas that children need to focus on in the next unit?</i></p>
<p><b>WALT:</b> edit a persuasive leaflet using the RAFT.</p>	<p><b><u>This will be dependent on your cohort and whether they are at the stage to be able to make any changes to their writing.</u></b></p> <p>From the whole class feedback – <i>what are the key proof reading and edits needed?</i></p> <p>Model area(s) on the board – using created examples – for children to see how to edit effectively a piece of work.</p> <p>Create Editing stations to ensure that children work on specific areas. (TBC based on outcome) This could be directly linked to areas from the RAFT – resources can be added to these tables, such as word mats, prompts etc.</p> <p>e.g. letter techniques</p> <p>Sequence sentences using full stops and capital letters</p> <p>Joining words and clauses using <b>and</b></p> <p>Use questions and question marks</p>



## P.I.C.C. a Text Unit Overview

	spellings
<p><b>WALT:</b> publish a letter using the RAFT.</p>	<p>As this letter is being sent to the Caretaker/ Site Service Manager etc. ask the children <i>why it is important we publish our letter?</i> Discuss the need for it to look professional so that the Caretaker/ Site Service Manager takes notice. Get letter writing materials, including envelopes to send.</p> <p>Deliver to the relevant person.</p>