

## Phase ① and ② Patterned language

### Learning outcomes

- Children can recognise language patterns and repeated words and phrases in a text and discuss their effect on a reader.
- Children can write their own sentences based on patterned language from a familiar text.

### Success criteria

- I can explore stories with patterned language.
- I can write sentences that follow a pattern.

### Setting the context

This assessment should be carried out once the children have read and explored several stories with predictable, patterned and repetitive language. They should also have explored writing sentences based on the characters, events and the patterned language from the stories. Read a story that is familiar to the children. For example, 'The Gingerbread Man', 'The Enormous Turnip' or *Mrs Wishy-Washy*. Ask the children to identify any repeated words, phrases or sentences, and discuss how some repeated sentences vary. Re-read the story and encourage the children to join in with the repetitions.

### Assessment opportunity

Provide the children with the photocopiable page 'New sentences' (version 1 or 2). Ask the children to complete the three sentences and add a new one of their own. At level 1, the children should work on version 1 of the photocopiable page. At levels 2-3, the children should work on version 2. Afterwards, invite the children to swap their pages with a partner and then read their page aloud. Ask them to say which words their partner used that are repeated.

### Assessment evidence

At level 1, the children will add some of the repeated words to the photocopiable page. At levels 2-3, the children will add the missing words to the sentences and create a complete, new sentence using the patterned language. The completed photocopiable pages and children's oral responses will provide evidence towards Reading AF5 and Writing AF7.

### Next steps

**Support:** Provide the children with further stories that have repeated and patterned language, and work together to identify the refrains and repetitions.

**Extension:** Encourage the children to choose a favourite story that uses patterned language and invent a new line or lines that follow the same pattern.

### Key aspects of learning

**Creative thinking:** Children will use their imaginations as they create new ways of using and extending familiar patterns in new stories.

**Communication:** Children will develop their ability to discuss as they work collaboratively in paired, group and whole-class contexts. They will communicate outcomes orally, in writing and through ICT if appropriate.