

<u>Week</u>	<u>Unit</u>	<u>Texts</u>	<u>Speaking &amp; Listening</u>	<u>Text &amp; Sentence level</u>	<u>Word level</u>	<u>Letters &amp; Sounds</u>	<u>Outcome/ audience</u>
<b>1</b> 01.09.16 (2 days)	Fiction	Harry and the Dinosaurs	<p>Learning to listen to and discuss stories with focussed attention.</p> <p>Participating in discussion, role play and activities linked to the story.</p> <p>To identify and talk about characters, settings and main events.</p>	<p>To understand that stories have a beginning, middle and an end - sequence the story sentences.</p> <p>To write their own name - starting with a capital letter.</p> <p>To know that sentences start with a capital letter and end with a full stop.</p> <p>To write a simple sentence about the story/starting school using capital letter, finger spaces and full stop.</p>	<p>Recognising phonemes that have already been taught when decoding words (reading). Using phonic knowledge when spelling new and learned words.</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Emotion / feelings words.</p>	<p>Phase 2/3 consolidation</p> <p>See individual group planning for detail</p>	<p>Children will know the story and be able to talk about what happens in the story and how the characters might be feeling - link this to their own experience of starting in a new class.</p>
<b>2</b> 05.09.16	Fiction	Harry and the Dinosaurs	<p>Re-telling the story using props or through role play.</p> <p>Sustain attentive listening and respond to what they have heard with relevant comments or actions.</p> <p>Relate story settings and incidents to their own experience.</p> <p>Compose sentences orally before writing.</p>	<p>Write things such as labels and captions attempting to use punctuation in the correct places.</p> <p>Writing dinosaur speech bubbles - using capital letter, finger space and full stop.</p> <p>Writing descriptive sentences about different types of dinosaur.</p>	<p>Descriptive words for describing dinosaurs.</p> <p>Emotions / feelings words.</p> <p>Using phonic knowledge when spelling new and learned words.</p>	<p>Phase 3 consolidation</p> <p>See individual group planning for detail</p>	<p>To write a simple descriptive sentence about a character from the story.</p> <p>To talk about emotions that characters may be feeling and link this to their own experiences.</p>
<b>3</b> 12.09.16	Character Description <i>Imitate</i>	This is the Bear	<p>Learning the story using actions, props, role play, story map.</p> <p>Using a story map to retell the story.</p> <p>Look at useful words and phrases within the story.</p> <p>Dissecting the story - who are the main characters? What is the main event? Talking about the beginning, middle and end of the story.</p>	<p>Writing simple labels to describe the characters.</p> <p>Use of capital letter, finger spaces, full stops and letter formation.</p> <p>Use adjectives / emotion words in descriptive sentences.</p> <p>Creating own story maps.</p>	<p>Using phonic knowledge in writing and spelling new and learned words.</p> <p>Using adjectives / emotion words in descriptive sentences.</p> <p>Writing key story vocabulary onto a story map.</p> <p>Feelings words - thought shower.</p>	<p>Phase 3 consolidation</p> <p>See individual group planning for detail</p>	<p>To pick out the key events in the story and create their own story map.</p> <p>To pick a character and write a simple sentence about their feelings.</p>

# Literacy Planning Year 1

# Medium Term Autumn 2016

<p><b>4</b> 19.09.16</p>	<p>Character description <b>Innovate</b></p>	<p><b>This is the Penguin</b></p>	<p>Asking and answering questions in 'hot seating' - how are the characters feeling? Children learn the new story and be able to exchange characters and settings. Using story maps to retell the new story. Role play, puppets, story circles to learn new story.</p>	<p>Adult to change the story characters and setting (This is the penguin - North Pole)  Children to write descriptive sentences about how the penguin might be feeling - using adjectives and emotion words.  Using capital letters, finger spaces, full stops and letter formation.  To write sentences from the story - including adjectives.</p>	<p>Using phonic knowledge in writing and spelling new and learned words.  To create a bank of adjectives / emotion words for the setting and characters.  To use bank of words in simple sentence writing.  To use simple connectives e.g. 'and' and 'then'.</p>	<p>Phase 3 consolidation <i>See individual group planning for detail</i></p>	<p>To write part of the story using at least one descriptive / emotion word.</p>
<p><b>5</b> 26.09.16</p>	<p>Character description <b>Invent</b></p>	<p><b>This is the penguin</b></p>	<p>Children will continue to retell the story and build up new words and vocabulary.  Play around with the story changing characters and settings and substituting in the story map.  Sentence substitution games in speaking and listening activities.  Role play, hot seating, character play to create new versions of the story.</p>	<p>Children will change the story themselves.  Change the character and setting as appropriate.  Exchange words in the story - using adjectives and descriptions.  Create own story map / boxing up grid.  To write innovated / invented story versions focussing on character emotions and adjectives.  Using capital letters, finger spaces, full stops and letter formation.</p>	<p>Using phonic knowledge in writing and spelling new and learned words.  Exchanging words within the story - sentence and word substitutions.  Using adjectives and emotion words in their writing.  Looking at different descriptive words - creating a 'bank' of useful words to use in own writing.</p>	<p>Phase 3 consolidation <i>See individual group planning for detail</i></p>	<p>Children will create their own story using their own characters and settings - adults to ensure that children are using descriptive story language.</p>

# Literacy Planning Year 1

# Medium Term Autumn 2016

<p><b>6</b> 03.10.16</p>	<p><b>Discussion</b></p>	<p>Penguin Facts</p>	<p>What is non-fiction? How is it different to fiction?</p> <p>Looking at and discussing non-fiction texts about penguins.</p> <p>Discussing different types of penguins - what do they eat? Where do they live? What do they look like?</p> <p>Discussing pictures and non-fiction texts.</p>	<p>How do non-fiction texts differ from fiction texts?</p> <p>Fact finding using non-fiction texts about penguins.</p> <p>Create a text map (modelled by adult) about penguins - what do they eat? Where do they live?</p> <p>Comparing different types of penguins in a discussion e.g. emperor penguins (cold climate) and South African penguins.</p>	<p>Children to look at key non-fiction vocabulary.</p> <p>Look at words which are key to discussion texts e.g. "Did you know...."</p> <p>Adult to ensure that children are using features of discussion texts.</p>	<p>Phase 3 consolidation See individual group planning for detail</p>	<p>Children write their own penguin fact leaflet discussing different types of penguins.- discussing differences in habitats / appearance etc.</p>
<p><b>7</b> 10.10.16</p>	<p><b>Discussion</b></p>	<p>Penguin Facts</p>	<p>Identifying key features of non-fiction texts.</p> <p>Looking at and discussing non-fiction texts about penguins / environment.</p> <p>Listening to penguin facts and learning the text map</p> <p>Discussing different types of cold climate animals and their differences - what do they eat etc.</p>	<p>Create their own text map about other cold climate animal e.g. polar bear.</p> <p>Fact finding using books / laptops.</p> <p>Using capital letters, finger spaces, full stops and letter formation.</p> <p>Writing simple sentences about their chosen animal.</p>	<p>Children to look at key non-fiction vocabulary.</p> <p>Look at words which are key to discussion texts e.g. "Did you know...."</p> <p>Adult to ensure that children are using features of discussion texts.</p>	<p><b>Phase 3 consolidation</b> See individual group planning for detail</p>	<p>Children will write their own fact sheet about a polar animal using key discussion features.</p>
<p><b>8</b> 17.10.16</p>	<p><b>Assessment Week</b></p>	<p><b>Assessment Week</b></p>	<p><b>Assessment Week</b></p>	<p><b>Assessment Week</b></p>	<p><b>Assessment Week</b></p>	<p><b>Assessment Week - sound / word checks</b></p>	<p><b>Assessment Week</b></p>

