

Talk for Writing	Text	Genre	Focus
<b>Narrative</b> <small>weeks 1-3</small>	Rumplestiltskin	Cinderella tale	Character descriptions
<b>Non-Fiction</b> <small>weeks 4-5</small>	How to make a gold brick.	Instructions	Sequencing vocabulary

Immersion in the text	Working with the text	Vocabulary	Ideas for innovation
<p>Role-play area - A castle - primarily set as a kitchen (add spinning wheel, straw and costumes). This is to provide a familiar theme to develop vocabulary, sequencing and cross-curricular links of homes and houses, rooms and categories within houses eg what belongs in the kitchen. Kitchen equipment and role-play. Preparing food, sharing a meal, table setting, washing up etc. Use role-play area also to transfer themes during the term to washing clothes, dolls and selves, brushing teeth, night time routines. Pets and toys. Also threading and weaving activities. Dough activities. Construction activities. Small world play - homes and houses. Den building in Forest school. Changing materials -dough, shortbread, eggs.</p>	<p>Joining in with telling the story and NF text. Becoming more confident with repeated refrains. Listening with sustained attention. Making and responding to other children's comments appropriately. Asking and answering how and why questions. Explaining ideas linking together thoughts. Following instructions with more than one step. Speaking with two word responses - up to full sentences. Hearing and writing cvc words. Phase 2 &amp; 3 tricky word spellings. Attempting writing own words up to simple sentences. Spacing words. Adding full stop to end of writing. Forming letters with the correct orientation. Using word banks to support writing captions and short sentences.</p>	<p>Throughout all vocabulary - identifying and naming people, features, items and objects correctly. Developing description and building categories. Using an adjective in front of a noun to extend verbal responses. Building up from one word to simple sentence responses. Characters - naming and describing. Different kinds of homes. Rooms inside of homes. Kitchens-utensils, objects, cooking, appliances. Bathrooms- hygiene, washing dolls, washing clothes. Bedrooms- toys, night time routine, healthy breakfast, brushing teeth. Reading and writing key vocabulary using phonic knowledge.</p>	<p>Innovate story by addition of character description. HA - Compose and write character description sentences to add in to the original story. LA - suggest and write single words to add to characters to build a word bank. Choose and add adjectives to each character in the story eg the silly miller or the greedy king etc. Innovate instruction text by changing the recipe- from gold bricks (shortbread) to golden eggs (sandwiches).</p>
			<p><b>Ideas for invention</b></p> <p>Group composition and writing of new story - changing characters and setting.</p>

## Letters and sounds planning - Spring 2017 - A

<b>Week</b> Home books  <i>All groups assess and move as needed. Plan for <math>\frac{1}{2}</math> term.</i>	<b>Group A- JR</b> Phase 3 continue to revise to consolidate and embed phonemes and phonemes/grapheme correspondences. <i>Children are struggling to retain knowledge - slow down pace, provide lots of repetition and teach through multi-sensory approach.</i> Develop confidence and independence with recognition of, blending to read, and segmenting to write cvc words. Extend from working with single words to captions and simple sentences. Begin to develop confidence with letter names and alphabetical order.	<b>Group B- SW</b> Continue to teach phase 3 - two new sounds per week. Teach a reading day and then a writing day for each sound. Then follow up on Friday working with both sounds. Use sounds from the previous week in revision. Develop confidence and independence with recognition of, blending to read, and segmenting to write cvc words. Extend from working with single words to captions and simple sentences. Begin to develop confidence with letter names and alphabetical order.	<b>Group C- GN</b> Continue to revise to consolidate Phase 2 phonemes, alongside some phase 1 listening activities. Be able to hear and write all phonemes in a cvc word independently. Join in with singing the alphabet song. Watch Jolly phonics DVD. Complete alphabet jigsaws. Matching alphabet dominoes etc Spend at least one day a week on listening & memory games.  Read simple cvc words in a three word caption. Write a three word caption. Read phase 2 words instantly.	<b>Group D- LT</b> <i>Children need to continue to develop confidence and ability with phase 1 listening activities- attempts to move on to phase 2 have not yet been successful. Continue to work on phase 1 activities developing listening and concentration, focus and understanding. Link to objectives in pre-reading and motor development sessions to provide repetition and familiarity.</i>  Whilst continuing Phase 1 activities. and games also continue to develop children's familiarity with letter shapes - through use of puzzles, games, threading letters, making with dough, finding letter pebbles in sand etc. focus on satpin.  Play games such as Kim's game and lotto to develop focus. Use listening centre to develop listening skill. Use real objects for a sound sort with adult modeling speech. Play pairs and memory games.  Children to continue to practice writing names. Children to sing the alphabet - watch the jolly phonics alphabet dvd.
<b>2</b> 12-16 Jan	-ai	-ai - ee	-s -a	
<b>3</b> 19-23 Jan	-ee	-igh -oa	-t -p	
<b>4</b> 26-30 Jan	-igh	-oo (boot) - oo (look)	-i -n	
<b>5</b> 3-7 Feb	-oa	-ar -or	-m -d	
<b>6</b> 10-14 Feb	-oo (boot)	-ur -ow	-g -o	

## Guided Reading - Spring 2017 - A

<b>Week</b>	<b>Group A-JR</b>	<b>Group B- SW</b>	<b>Group C- GN</b>	<b>Group D-LT</b>
<i>All groups assess and move as needed. Plan for <math>\frac{1}{2}</math> term.</i>	Develop confidence with Phase 3 tricky word recognition. Reading decodable words from phase 3. Aim to read sentences more fluently using a variety of reading cues to correct and decode on the run. Read from reading scheme at a familiar level to develop confidence then extend to next level for challenge. Sometimes use books from phonetic scheme to encourage blending.	Develop confidence with Phase 2 and some of phase 3 tricky word recognition. Practise to build up skills to read decodable words by blending from Phase 2 and 3 single letter phonemes. Play games such as pairs or lotto to build confidence. Read from scheme at familiar level to develop skill to read sentence. Sometimes use books from phonetic scheme to encourage blending.	Continue to develop confidence with Phase 2 tricky and decodable words. Play games such as lotto and pairs to develop pre-reading skills of matching and sequencing. Listen to stories, make predictions and retell. Match 1-1 as reading. Use initial letter cues. Read from Pink band 3 words, linking to phonics planning. Sometimes use books from phonetic scheme to encourage blending.	Phase 1 Phonics level. Continue to develop auditory skills listening to sounds and discriminating between them. Play pre-reading matching games and recognition games to assess recall & memory. Explore and enjoy stories learning key vocabulary, and exploring context. Share a story sack once a week. Use the listening centre once a week. Share Nursery rhymes and finger puppets once a week.
<b>1</b> <b>5-6</b> <b>Jan</b>	2 days only. Read individual reading books and update words in folders. Follow up any children who have not brought back books from Christmas holidays. <b>Individual word checks.</b>			
<b>2</b> <b>12-16</b> <b>Jan</b>	Fiction- 1.Where is my Pet? 2.My box.  3.Where is my pet?-word search	Poetry- Pass the jam jim.	Fiction- Scit scat scary cat.	Story sack - Where's my teddy?
<b>3</b> <b>19-23</b> <b>Jan</b>	Fiction- 1.I have a home. 2.The apple.  3.The apple-missing words sheet.	Fiction- Rosie the nosey goat.	Non-Fiction- My Chinese New Year.	Story sack - Room on the broom.
<b>4</b> <b>26-30</b> <b>Jan</b>	Non-fiction- 1.Our five senses. 2.In our sea. 3.	Non-Fiction- Farms.	Fiction- Muddle Farm.	Story sack - Old Macdonald had a farm.
<b>5</b> <b>3-7</b> <b>Feb</b>	Non-fiction- 1.There is a planet. 2.My cat.  3.There is a planet-wordsearch.	Riction What Mynah bird saw.	Non-Fiction- Night, night, knight and other poems.	Story sack - No room for Baby Roo.
<b>6</b> <b>10-14</b> <b>Feb</b>	Reading assessments.	Fiction- A job for Giant Jim.	Fiction- In the sea.	Story sack - The Rainbow fish.

Literacy Medium term planning - Spring 2017 - A

<p><u>Week</u></p> <p>Home books</p>	<p><b>Text title</b></p>	<p><b>Speaking and listening</b> <b>Communication &amp; language</b></p>	<p><b>Talk for writing</b></p>	<p><b>Spelling, punctuation &amp; grammar (SPaG)</b></p>	<p><b>Outcome</b></p>
<p><b>1</b></p> <p><b>5-6</b></p> <p><b>Jan</b></p> <p>2 days</p>	<p><b><u>Rumplestiltskin</u></b></p> <p><b>Imitation</b></p> <p>Character description</p>	<p>Join in with retelling story using actions. Begin to recall and say the repeated refrain from Rosalind cried and cried... up to... I will spin the straw into gold. Speak key words clearly - spin, gold, cried, straw, tears alongside the actions. Children begin to predict the words with adult pausing in retelling.</p> <p>Practise saying longer word- Rumplestiltskin more clearly.</p> <p>Join in with role-play and small world play using voice to enhance and sustain play, conversing with others. Begin to extend vocabulary of types of homes, kitchen utensils, equipment and features, food through role-play.</p>	<p>Starter day activities.</p> <p>Investigate flour and changing it by adding different materials and ingredients to it. Make different types of dough - Play dough, and pastry dough (jam tarts).</p> <p>Investigate and play in the role-play area with adult support to model vocabulary and play. Explore straw and weaving.</p> <p>Retell the story, model first then encourage children to join in with actions, beginning to use some speech for the repeated refrains. Paint the four main characters-one per group.</p>	<p>Encourage children to speaking in whole sentences, recognising and using key vocabulary from the text. Learn STC signs for main vocabulary from story. Use STC mat to play lotto and pairs games. Read using appropriate cues. Write key vocabulary using phonics with adult support as required.</p>	<p>Children confident with main story vocabulary and to join in with repeated refrains, beginning to anticipate events in story.</p>
<p><b>2</b></p> <p><b>Red</b></p> <p><b>9-13</b></p> <p><b>Jan</b></p>	<p><b>Imitation/innovation</b></p>	<p>Join in with retelling story including some of the innovations, using actions. Continue to recall and say the repeated refrain from Rosalind cried and cried... up to... I will spin the straw into gold. Speak key words more clearly - spin, gold, cried, straw, tears alongside the actions. Children more confidently say the words with adult pausing in retelling. Say name - Rumplestiltskin more clearly.</p> <p>Continue to join in with role-play and small world play using voice to enhance and sustain play, conversing with others. Answer why questions related to story and topic eg Why did Goldilocks go into the cottage? Say "because" properly. Continue to play games to follow instructions eg Simon says.</p>	<p>Sequence the story using pictures and symbols into first, next, after that and finally.</p> <p>Draw the story map and use to retell.</p> <p>Suggest and add vocabulary banks to each character.</p> <p>Use vocabulary to add to sentence to describe each character- eg the silly miller.</p>	<p>Using phonics to spell adjectives to add to the word bank.</p> <p>Adding a full stop to the end of a sentence (HA).</p> <p>Using contextual vocabulary , answering what is it questions to build up a sentence eg it is a man, it is a little man, it is a little old man.</p>	<p>Children able to retell story in groups with support as necessary by following their story maps. Answer questions using the word because properly.</p>

<p><b>3</b> Yellow</p> <p>16-20 Jan</p>	<p><b>Innovation/ invention</b></p>	<p>Retell innovated story in small groups, continuing in story circles. Use and follow descriptive vocabulary eg what am I game. Give instructions to partners. Say simple sentences with adjectives more confidently with appropriate expression.. Continue to answer why questions with correct pronunciation of word because. Play in role-play area alongside peers, taking turns in conversation, listening and responding to peers in role appropriately.</p>	<p>Innovate and write new sentences by addition of adjectives into the story. Choose and add adjectives directly to the story maps. Adult model how to sample and select best choices for characters. Adult model writing of sentence then HA children write but not copy own sentences, possibly making individual rather than group choices, and Blue group working as a group guided session to compose and shared write. Green group as above but drawing maps not yet writing. Work in groups as a guided composition to invent new stories. Adult scribe/draw.</p>	<p>Using phonics to spell adjectives to add to the word bank. Adding a full stop to the end of a sentence (HA). Using contextual vocabulary , answering what is it questions to build up a sentence eg it is a man, it is a little man, it is a little old man.</p>	<p>Adjectives word banks added to the Literacy working wall/children's books and role-play area.</p>
<p><b>4</b> Blue</p> <p>23-27 Jan</p>	<p><u>How to make a gold brick.</u> <b>Imitation</b> Instruction text. <b>Role play area- castle kitchen</b></p>	<p>Retell text, practising to become confident with vocabulary and sequence- first, next, after that and finally. Understand meaning and context of vocabulary. Understand and explain difference between a story and instructions (fiction and non-fiction). Say text in story circles- listening to others to know when to take turn.. Maintain attention , make relevant comments and stick to the theme.</p>	<p>Starter day activity- making shortbread "gold bricks". Exploring bricks, tiles and patterns. Making a clay tile with 2d shape patterns. Play games to follow instructions, share and read instructions for different things. Learn to say the instruction text. Draw text map.</p>	<p>Sentences-making sense. Using the context of the NF text- HA cut and paste words into a sentence, LA with adult support to read sentences fill in missing words by hearing what sounds right and makes sense. Use phase key words appropriate to GR/phonics levels. Reinforce use of full stop to end a sentence.</p>	<p>Children able to give instructions to make shortbread rather than recount how they did it. Text map added to board in role-play castle .</p>

<p>5 Green 30-3 Feb</p>	<p><b>Innovation-How to make a Golden egg sandwich.</b></p>	<p>Develop and retell innovated text. Build and use build a vocabulary bank of instructional words eg put, add, mix, stir, cut, take, stand, run etc. Continue to give instructions - play games altogether, in groups and in pairs to understand the tone and tense of instructions, Use voice confidently to express ideas about bedtime. Ask and answer questions about breakfast, listening to peers and responding.</p>	<p>Explore and become familiar with a new context in order to innovate the text with some new instructions-explore how to cook eggs in different ways then make egg sandwiches. Work in groups to suggest actions to accompany new text and to innovate text map. Practise writing key vocabulary. Say text from maps. Adult model how to write text from the map HA saying and writing sentence by sentence. LA guided and shared writing and drawing.</p>	<p>Sentences-making sense. Using the context of the NF text- HA cut and paste words into a sentence, LA with adult support to read sentences fill in missing words by hearing what sounds right and makes sense. Use phase key words appropriate to GR/phonics levels. Reinforce use of full stop to end a sentence.</p>	<p>. Provide recipe books and writing materials to role play area to encourage children to write new recipes - add writing frames with numbering etc to provide pro forma for text type. Add recipes to role play area.</p>
<p>6 6-10 Feb</p>	<p><b>Assessment week</b> Writing assessment books - How to make a ... children to invent own ideas for a recipe. Compose in groups and write independently. Assess and update all Communication, language and Literacy assessments (Pathways and KS1 records) including IEP's. Set new targets and plan for next half term.</p>				

## Writing targets - Spring 2017

<u>Red</u>	<u>Yellow</u>	<u>Blue</u>	<u>Green</u>
<p>To compose a sentence independently for writing.</p> <p>To attempt to write a sentence independently understanding process.</p> <p>To write using phonetic knowledge.</p> <p>To spell some tricky words correctly and consistently.</p> <p>To sequence and write more than one sentence in sentence like clauses. To space words.</p> <p>To add a capital letter to the beginning and a full stop to the end of a piece of writing.</p> <p>To re-read own writing.</p> <p>To form all 26 letters of the alphabet from memory.</p> <p>To produce recognisable letter shapes, mostly with the correct orientation.</p>	<p>To compose a sentence independently for writing in response to a given task.</p> <p>To attempt to write a short sentence or caption independently understanding and following the process with only adult direction.</p> <p>To attempt to write using phonetic knowledge with the support of alphabet cards to segment cvc words</p> <p>To spell phase 2 tricky words correctly and consistently.</p> <p>To sort capital and lower case letter shapes matching to the correct set.</p> <p>To add a full stop to the end of a piece of writing.</p> <p>To form all 26 letters from memory with some pace and control.</p>	<p>To compose a caption or simple sentence independently for writing in response to a given task.</p> <p>To shared write with an adult, naming all heard cvc sounds.</p> <p>To write cvc words independently.</p> <p>To find letters on alphabet card as part of shared writing and for ind writing.</p> <p>To copy three word captions as adult models writing.</p> <p>To learn to spell phase 2 tricky and decodable words building up familiarity and stamina for writing.</p> <p>To form letter shapes with the correct orientation.</p> <p>To continue fine motor activities to build up pencil control and grip.</p>	<p>To continue to build up physical development skills including fine motor skills of control and manipulation, gross motor skills of balance and co-ordination, pencil control activities such as grip and flexibility.</p> <p>To follow and draw a straight or curved line.</p> <p>To colour inside a closed shape.</p> <p>To copy circles and lines.</p> <p>To mark make confidently with a range of media, giving purpose to marks made.</p> <p>To use a tripod grip. To develop arm strength and wrist flexibility.</p> <p>To form and write some recognisable letters.</p> <p>To write own name consistently correctly.</p>