

<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>9</b> 31.10.16	Fiction - sequencing <i>Imitate</i>	The Gingerbread Man	<p>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>Be able to talk about story structure and use related language - first, next, then, finally etc.</p>	<p>To understand that stories have a beginning, middle and an end - sequence the story sentences.</p> <p>To know that sentences start with a capital letter and end with a full stop.</p> <p>To write a simple sentence/sentences about key points in the story sequence using capital letter, finger spaces and full stop.</p>	<p>Recognising phonemes that have already been taught when decoding words (reading).</p> <p>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>Time connectives - first, next, then, finally etc.</p>	<p>Phase 3 consolidation / Teaching phase 4 See individual group planning for detail</p>	<p>Children will know the story and be able to retell the original version - with key story making actions.</p> <p>Children will have an understanding of story structure - beginning, middle &amp; end</p> <p>Children will have sequenced the story - beginning, middle, end.</p>
<b>10</b> 07.11.16	Fiction - sequencing <i>Innovate</i>	The Gingerbread Man	<p>Re-telling the story using props or through role play. Using T4W strategies &amp; language.</p> <p>Sustain attentive listening and respond to what they have heard with relevant comments or actions.</p> <p>Compose sentences orally before writing.</p>	<p>To understand that changing one element of the story e.g. character or setting does not alter the story structure.</p> <p>To know that sentences start with a capital letter and end with a full stop.</p> <p>To write simple sentences about the key events in the innovated story, ensuring they use a capital letter, finger spaces and a full stop.</p> <p>To be able to read back their sentences to ensure it makes sense.</p>	<p>Time connectives / sequencing language - beginning, middle, end. First, suddenly, unfortunately, after that etc.</p> <p>Using phonic knowledge when spelling new and learned words.</p> <p>Recognising phonemes that have already been taught when decoding words (reading).</p>	<p>Phase 3 consolidation / Teaching phase 4 See individual group planning for detail</p>	<p>Children will know the story and be able to retell the innovated version - with key story making actions.</p> <p>Children will box up the</p> <p>To write captions for the beginning, middle and end of the innovated story.</p>

# Literacy Planning Year 1

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<p><b>11</b> 14.11.16</p>	<p>Fiction - sequencing <i>Invent</i></p>	<p>The Gingerbread Man</p>	<p>Listen to their peers retelling of their invented story. Responding appropriately,</p> <p>Re-telling the story using props or through role play. Using T4W strategies &amp; language.</p>	<p>To know that sentences start with a capital letter and end with a full stop.</p> <p>To write simple sentences about the key events in the innovated story, ensuring they use a capital letter, finger spaces and a full stop.</p> <p>To write sentences using time connectives / sequencing language.</p>	<p>Using phonic knowledge in writing and spelling new and learned words.</p> <p>Labelling a story map with key story vocabulary.</p> <p>Using knowledge of stories that we have learnt to write their own story - story language.</p>	<p>Phase 3 consolidation / Teaching phase 4 <i>See individual group planning for detail</i></p>	<p>Children will decide on the changes they would like to make to the story (character). Do they want to change anything else?</p> <p>Children will create a story map of their invented version of the story - labelled with time words.</p> <p>Children will attempt to write their version of the story (independent writing?) - differentiated by group &amp; outcome.</p>
<p><b>12</b> 21.11.16</p>	<p>Non-Fiction - Lists</p>	<p>Lists</p>	<p>In groups, look again at the wow starter recipe for gingerbread men - discuss and listen to each other to recap.</p> <p>Listen to lists being read and think about the structure of a list.</p> <p>Sustain attentive listening and respond to what they have heard with relevant comments or actions.</p>	<p>Understand the format of a list - writing each object on a new line,</p> <p>To understand that you don't need to write detailed sentences on a list but you may need to include some descriptive language to clarify.</p>	<p>Using phonic knowledge in writing and spelling new and learned words.</p> <p>Use key vocabulary for lists - focusing on the words rather than a whole sentence.</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p>	<p>Phase 3 consolidation / Teaching phase 4 <i>See individual group planning for detail</i></p>	<p>Children will understand the purpose of a list.</p> <p>Children will understand the structure of writing a list.</p> <p>Children will write a shopping list for ingredients for making gingerbread men.</p>
<p><b>13</b> 28.11.16</p>			<p><b>Assessment Week</b></p>	<p><b>Assessment Week</b> Activities this week will be based on ongoing assessment.</p>	<p><b>Assessment Week</b></p>		<p>Independent writing of Christmas lists to Father Christmas.</p>

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<p>14 05.12.16</p>	<p>Christmas Week - lists</p>	<p>The Jolly Christmas Postman</p>	<p>Listen and respond to the book and think about the structure of the story.</p> <p>Share ideas about the story in small groups and listen to others.</p> <p>Retell the story/Jolly Postman's route to a partner.</p>	<p>Look at how letters are structured.</p> <p>To write sentences using a capital letter, finger spaces and full stops.</p> <p>Write labels for post-boxes/houses etc.</p>	<p>Children will use their phonic knowledge when reading/spelling new words.</p> <p>Handwriting - form letters correctly</p>	<p>Phase 3 consolidation / Teaching phase 4 See individual group planning for detail</p>	<p>Children will write a list for the Jolly Postman so he knows who to deliver letters to.</p> <p>Children will write their own letters to different characters.</p>
<p>15 12.11.16</p>	<p>Christmas Week - sequencing</p>	<p>The Christmas Story (Nativity)</p>	<p>Sustain attentive listening and respond to what they have heard with relevant comments or actions.</p> <p>Retell the story using props/role play - act out the story in groups - retell to whole class.</p> <p>Children will discuss their views on the story and how they celebrate Christmas now.</p>	<p>To understand that stories have a beginning, middle and an end - sequence the story sentences.</p> <p>To write sentences using a capital letter, finger spaces and full stops - to caption a picture from the Christmas story.</p> <p>To use phonic knowledge to write sentences / break the flow of speech into words.</p>	<p>Children will use word mats/banks to label pictures of the nativity scene.</p> <p>Children will use their phonic knowledge when reading/spelling new words.</p> <p>Handwriting - form letters correctly</p>	<p>Phase 3 consolidation / Teaching phase 4 See individual group planning for detail</p>	<p>Children will have a good understanding of the Christmas story.</p> <p>Children will sequence the Christmas story.</p>